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THE SCHOOLS
OF
GREATER BRITAIN.

SKETCHES OF THE EDUCATIONAL SYSTEMS
OF
THE COLONIES AND INDIA.

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*The articles on the Schools of Greater Britain
appeared originally in the columns of the
SCHOOLMASTER. They have now been revised
and extended.*

PREFACE.

THE contents of this book were suggested by the Indian and Colonial Exhibition at South Kensington, which opened in May of the last year. Many of the Colonies had taken special pains to include their educational work among their objects for exhibition, and a great variety of the handiwork of the pupils had been collected for the purpose. Models and photographs of educational institutions were furnished in abundance, while voluminous information, in the form of pamphlets and reports, lay ready for inspection. These documents, however, were not likely to secure the careful attention which they deserved. As the facts which they contained are of the utmost interest to the educational world, I set myself to condense them in a popular form, and to present their pith for the information of professional educationists and others who are concerned in the welfare of the schools.

I placed myself in communication with the various representatives of the Colonies, and I have now to acknowledge the courtesy and the eagerness with which my applications for information were received. The Crown Agent for the Colonies and the various Agents-General, as well as their secretaries, have furnished me with documents in the most liberal manner, and at personal interviews have still further laid me under a deep debt of gratitude. The Librarian at the Colonial Office assisted me greatly in my searches after parliamentary enactments and separate reports which could not be obtained elsewhere. Among others to whom I have to return my thanks for personal service on the days of inquiry are the Hon. Messrs. Ross (Ontario) and Ouimet (Quebec); Dr. Passmore May; Messrs. Mullan and Ira Cornwall (New Brunswick), Dimock (Nova Scotia), Clark (Manitoba),

Hardt (New South Wales), Thomson (Victoria), Guptè (India), etc., etc.

I have to acknowledge, also, the valuable aid which I have received from the numerous documents prepared in connection with the various Courts of the Exhibition, and to such books as *Her Majesty's Colonies*, which will be found a very valuable epitome of general information regarding the countries which are included in Greater Britain.

No small part of interest in the following pages will arise from the facts and figures connected with the subject of Free Education. It will be seen how the different Colonies have faced this question, and in what manner they have provided the means for the full equipment of their public schools.

It is incumbent on me, as the result of this inquiry, to urge upon teachers not to emigrate if they are to seek work in Colonial Schools. The market is well stocked already in all parts of the Empire, and there is practically only one colony (Queensland) still open to receive outsiders. Even there the chances of employment are few, and application should be made in the first instance to the Agent-General in London.

The articles in their original form appeared in the columns of the *SCHOOLMASTER*. The work has been thoroughly revised and considerably extended since then, the facts having in every instance been brought down to the present date, so far as information could possibly be obtained.

JOHN RUSSELL.

DE Crespigny Park,
London, S.E.

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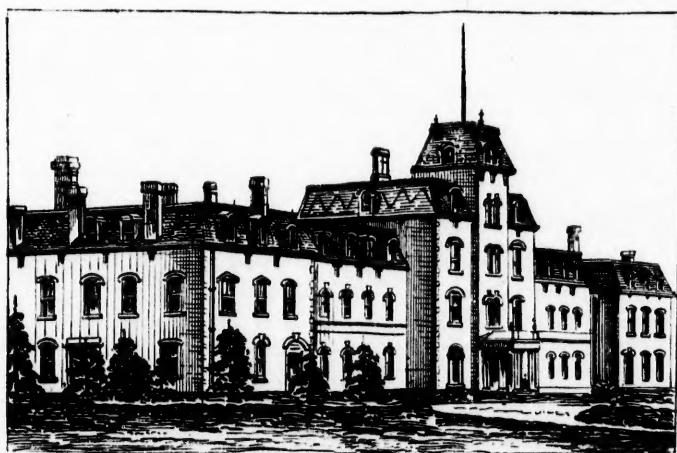
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PUBLIC SCHOOLS OF ONTARIO.

THE SCHOOLS OF GREATER BRITAIN.

THE DOMINION OF CANADA.

PART I.—HISTORICAL SKETCH.

In dealing with the schools of Greater Britain, it is only right that we should turn in the first place to our next-door neighbours. It is across the Atlantic, therefore, that we ask our readers to accompany us in the first place, and to note with what rapid strides the work of education has been progressing in the Canadian dominion. As it is no part of our programme to deal with the general products of the Colonies, it is equally needless to enter into any minute geographical details. It is impossible, however, altogether to ignore the historical facts which are connected with the extension of school work on the American continent, if we are to realise the energetic measures which have produced the existing state of affairs.

The Dominion of Canada covers an area of 3,500,000 square miles, and is territorially about equal in extent to the continent of Europe. Reaching from the Atlantic to the Pacific Ocean, the western half has a southern frontier which, if extended across the Atlantic Ocean, would strike the latitude of Paris, while the southernmost point of the eastern section of the country is in the latitude of Rome. Canada is thus the physical equivalent on the continent of North America of the great empires and kingdoms of Germany, France, Italy, Russia in Europe, Sweden and Norway, Belgium, and the British Islands.

Nineteen years ago Her Majesty's possessions in North America entered upon a corporate existence. The change that has since taken place in the general development and the prosperity of Canada is now accepted by Canadians as a remarkable proof of the sagacity of the imperial and colonial statesmen who directed the movement. The confederation grew out of the natural desire of the people of the disconnected provinces to unite for their mutual benefit. To the petition for the privilege of confederating, the British Parliament responded, in 1867, by passing the "British

North American Act," providing for the voluntary union of the various provinces in North America under the name of the "Dominion of Canada," and for the cession to the Dominion of all the vast unsettled area of British America formerly dominated by the Hudson's Bay Company, with power to create new provinces and admit them into the union when sufficiently populated. The Act came into operation on the 1st of July, 1867—the provinces of Nova Scotia and New Brunswick uniting with Upper and Lower Canada, or, as they are now known, Ontario and Quebec. This union of the inland and maritime provinces gave to Canada an importance she had never before possessed. In 1870, the Province of Manitoba was created, having been carved out of that portion of the territory lying on both sides of the Red River of the North, embracing the city of Winnipeg and the old Red River settlements of the Hudson's Bay Company. In 1871, the large and prosperous Province of British Columbia was added, comprising all that region lying between the Rocky Mountains and the Pacific, including the numerous large islands fringing the coast, and extending from the United States to and beyond the southern limit of Alaska; and in 1873 Prince Edward Island joined the confederation.

The population of the Dominion approximates 5,000,000, which is augmenting at a rapid rate. About one-half are of English, Scotch, and Irish extraction; one-fourth are of French descent; Germany is well represented; and every nation in Europe has contributed its quota to swell the population. Of Indians there is an estimated population of 100,000. About one-third of these live in the older provinces, and have been long since gathered into settlements under the care of officers of the Indian Department, in some cases having industrial schools and other organisations to aid them in their progress toward a higher civilisation. It is only necessary to glance at the progress of Indian industry in the Exhibition in order to learn how marked that progress has been.

Each province enjoys local self-government, having a provincial legislature elected by the people, and a Lieutenant-Governor appointed by the Federal Government. There is also a very perfect system of municipal government throughout the Dominion. Both the counties and townships have local governments or councils, which regulate their local taxation for roads, taxes for schools and other purposes, so that every man directly votes for the taxes which he pays. This system of responsibility, from the municipalities up to the general Government, causes everywhere a feeling of contentment and satisfaction.

One of the objects of the early French settlers was the conversion of the Indians to the Christian faith. With instruction in religious matters was combined instruction in secular matters. Various educational institutions were established in the province of Quebec during the latter part of the seventeenth century and in the eighteenth century, but even as late as 1824 a report stated that "not above one-fourth of the entire population could read,

and not above one-tenth of them could write, even imperfectly." Consequently, in that year an Act called the "Fabrique Act" was passed, providing for the establishment by the curé and churchwardens of each parish, of a school for every hundred families. This formed the basis of the present school system of the province, which is placed under the control of a Superintendent of Public Instruction, assisted by a Council of twenty-five members, which is divided into two committees for the government of the Roman Catholic and Protestant schools respectively. Primary education is partly maintained by compulsory taxation, and partly by an equivalent grant from the Government to each municipality. Besides this, heads of families contribute a small monthly fee for every child capable of attending school.

Before School Boards were established in England the Dominion had a well-organised system of public or common schools in operation, in which instruction is not merely confined to the rudiments of education. In many cases the higher branches are taught, and the children receive a sound practical education, fitting them for any ordinary position in life. Both in the country districts and in the towns Boards of Trustees, elected by the people, manage the affairs of the public schools. Provision is also made for the establishment of separate schools in districts where the inhabitants are divided in their religious opinions and mixed schools are not possible. The public schools are absolutely free, and are supported partly by a local tax and partly by a grant from the Provincial Treasury. In addition, there are grammar schools in all parts of the country, managed like the public schools, at which, as well as the many excellent private schools, pupils receive a good classical and modern education. Above these again are the high schools, collegiate institutes, and universities, the latter liberally endowed with scholarships, where the cost of attendance is comparatively so small as to place the facilities for education they offer within the reach of all.

PART II.—THE PROVINCE OF ONTARIO.

In dealing with the educational details of the Dominion we turn to Ontario, as a matter of course, in the first place. It is in every way the most important section, and on the present occasion is represented with a completeness which befits the occasion. Its Education Department, under the direction of the Hon. Geo. W. Ross, LL.B., M.P.P., Minister of Education, controls the Provincial Normal and Model Schools; County Model Schools; Public, Separate and High Schools, and Collegiate Institutes; also, Upper Canada College, School of Practical Science, University College, Toronto University, Educational Museum, and Art Schools, Mechanics' Institutes, and all other institutions receiving Government aid for educational purposes in the Province of Ontario. The fruits of these educational institutions are summarised and illustrated in an excellent display, which has been prepared under the supervision of Dr. S. Passmore May, the superintendent of mechanics' institutes and art schools. To the Hon. Mr. Ross and to Dr. May alike we have to return our sincere thanks for the voluminous information which has been placed at our disposal, and for the personal courtesy which has been displayed at our interviews in the educational section.

The educational progress of the province of Ontario (formerly Upper Canada) was at first of very slow growth. In 1798 an unsuccessful attempt was made to endow out of the public lands, granted for that purpose by George III. to the extent of 800,000 acres, a grammar school in each of the four districts into which the province was then divided, and a central university at York (now Toronto). The sales of these lands were so slow, and the price per acre obtained for them was so small, that the revenue derived from this source barely defrayed the cost of management, and both schemes were abandoned. In 1807 the first legislative enactment was passed, establishing a classical and mathematical school in each of the eight districts into which Upper Canada was then divided. A grant out of the public revenue of £80 sterling a year was made to each of these schools. In 1816—nine years after the establishment of the grammar schools—the legislature of Upper Canada passed the first common, or elementary, school law for that province. It appropriated £5,000 sterling per annum for the support of the schools to be established, and provided for the management of these schools by trustees elected by the inhabitants in the localities concerned.

Immediately after the union of the two Canadas, that is, in 1841, a Bill was introduced by Solicitor-General Day into the united Parliament, and passed, establishing common schools in each of the two provinces, and authorising the establishment of "Roman Catholic Separate Schools" in Upper Canada (in cases where the teacher of the public school was a Protestant and *vice versa*); and "Dissentient Schools" in Lower Canada (in cases where the teacher of the public school was a Roman Catholic and *vice versa*). In 1842 it was considered desirable to supersede this Act by one more applicable to the circumstances and wants of each province. A school bill for each province was accordingly passed by the legislature. The "Separate" and "Dissentient" school provisions were, however, retained in each case.

The progress of education in Canada owes much to the vigorous action of the Rev. E. Ryerson, who was appointed Chief Superintendent of Education in 1844. To promote a better system of public elementary schools he devoted a year to the examination and comparison of the methods of education in Europe and America, and embodied the results in a "Report on the System of Public Elementary Instruction in Upper Canada." This valuable report, presented to the House of Assembly in 1846, sketches in an able manner the system of education which Dr. Ryerson subsequently so successfully established in the province. The plan may be said to be a combination of the best elements of the systems of several countries. Thus the province is, in a great degree, indebted to New York for the machinery of its schools; to Massachusetts for the principle of local taxation upon which the schools are supported; to Ireland (originally) for the series of text-books; and to Germany for the system of normal school training. All are, however, so modified and blended together to suit the wants and circumstances of the country that they are no longer foreign, but are incorporated as part and parcel of the Ontario system of public instruction.

The administration of the Educational System of Ontario is provided for by statute, as follows:—"1. There shall be a Department of Education, which shall consist of the Executive Council, or a committee thereof appointed by the Lieutenant-Governor; and one of the said Executive Council, to be nominated by the Lieutenant-Governor, shall hold the office of 'Minister of Education.'" "2. The office of Minister of Education may be held by a member of the Executive Council holding no other office; and notwithstanding any salary attached thereto, he shall be capable of being elected, and sitting and voting as a member of the Legislative Assembly; or such office may be held in connection with any other office held by a member of the Executive Council; and any of the powers and duties of the said office may be assigned for a limited period, or otherwise, to any other of the members of the Executive Council holding any other departmental office, by name or otherwise."

CLASSIFICATION OF SCHOOLS.

The educational institutions in Ontario are as follows:—

I. *Elementary Schools*, which are described as (1) Kindergartens; (2) Public Schools, including Roman Catholic separate Schools.

II. *The Training of Teachers*.—(1) County Model Schools; (2) Provincial Normal and Model Schools; (3) High School Training Institutes; (4) County Teachers' Institutes; (5) Teachers' Reading Course; (6) Ontario Teachers' Association.

III. *Classical Schools*.—(1) County High Schools; (2) Collegiate Institutes; (3) Upper Canada College.

IV. *The University*.—(1) University College; (2) The University of Toronto.

V. *Technical Schools*.—(1) School of Practical Science; (2) The School of Agriculture.

VI. *Schools for Special Classes*.—(1) Institution for the Deaf and Dumb; (2) Institution for the Blind.

VII. *Institutions partly aided by Government*.—(1) The Canadian Institute; (2) Institute Canadian; (3) Mechanics' Institutes; (4) Ontario Society of Artists; (5) Local Art Schools; (6) Literary and Scientific Society, Ottawa; (7) Hamilton Association; (8) The Entomological Society of Ontario.

VIII. *Universities, Colleges, and Schools not under Provincial Control*.—These include five universities (at Coburg, Kingston, Toronto, Ottawa, and London), six theological colleges (for Presbyterians, Episcopalians, Baptists, and Roman Catholics), four classical and literary colleges, thirteen ladies' colleges and convents, eight medical colleges, and twelve business colleges.

The Province of Ontario possesses a system of municipal or local self-government which is uniform throughout the province. The organisation comprises (1) the minor municipal corporations, consisting of townships, being rural districts of an area of eight or ten square miles, with a population of from three to six thousand; (2) villages with a population of over seven hundred and fifty; and (3) towns with a population of over two thousand. Such of these as are comprised within a larger district, termed a county, constitute (4) the county municipality, which is under the government of a council composed of the heads of the different minor municipalities in such counties as have already been constituted in the province; (5) cities are established from the growth of towns, when their population exceeds ten thousand, and their municipal jurisdiction is akin to that of counties and towns combined.

In each minor municipality, such as a township, local School Corporations for the township, or for a section thereof, at the option of the ratepayers, are established, and these are managed

by trustees elected by the ratepayers, who are liable for the support of the public schools in their respective localities, and are practically the owners of them. The trustees appoint the teachers, who must possess the qualification required by the Department. They arrange and pay the salary; purchase the school site (which may be acquired compulsorily); build the school-house, and estimate (within certain restrictions) for collection by the Township Council the rates for all funds which, in their judgment, are required for public school purposes. They are under obligations to provide adequate school accommodation, as defined by the regulations of the Education Department, for two-thirds of the actual resident children of school age within the school division; to employ the required number of qualified teachers; to permit the children of all residents, between the ages of five and twenty-one, to attend school *free of charge*. They are bound to keep the schools open the whole year, except during vacations, and to send to the Inspectors and the Department the returns and reports required by the law and regulations. They are also empowered to dismiss refractory pupils; and, where practicable, to remove them to an industrial school. They are required to visit from time to time the school under their charge, to see they are conducted according to law, and that no unauthorised text-book is used.

SCHOOL INSPECTION.

It is needless to say that much of the success or failure of any public school system depends upon the mode of inspection. It has been our continual contention that the ranks of the inspectors should be filled by those only who have practical experience in school work. The patronage system which has so long prevailed in Great Britain has been most mischievous in its influence on the elementary schools. Men with absolutely no fitness for the work have been pitchforked into their places because their fathers had been consuls, judges, or favourites of the party in power. These men have sown misery in their districts for many a year, and the lives of hundreds, if not thousands, of teachers have been one continued burden, while the work of education has been retarded in the vain effort to satisfy these inexperienced and crotchety-loving busybodies. It is otherwise in Ontario. The county, city, and town councils, in appointing inspectors, are limited to such teachers as possess certificates of eligibility, granted by the Department, and to two classes only, viz.: (1) Holders of First-class Provincial Certificates, Grade A; and (2) Graduates in Arts, with first-class honours, of any of the universities in the province, who furnish evidence of having taught successfully for five years, of which three at least must have been spent in a public school. The duties are to inspect every school at least once in each term; to spend half a day in each school; to satisfy himself as to the progress made by the pupils from time to time; to examine into the

methods of instruction pursued by the teacher; to teach a few model lessons himself; to ascertain the nature of the discipline exercised by the teacher; to examine the registers, also the apparatus, seats, and desks, and all the internal and external equipments of the school-house; to report to the trustees in regard to such matters as require their attention; to give such advice as may be deemed necessary; to see that no unauthorised text-books are used in the school; to withhold the school grant in certain cases; to apportion the school grants according to the average school attendance of pupils; to decide complaints on certain conditions; to grant, on examination, temporary certificates; to suspend a certificate if necessary; to visit the County Model School at least twice in each term; and to report on the state of the schools to the Department, and generally to see that the laws and regulations are observed; make the apportionment of the legislative and county grants equivalent to each school; to act as chairman of the Examining Board of his district; investigate, confirm, or set aside the rural school elections; to call meetings of rate-payers; decide disputes; to suspend teachers' certificates, for cause. This implies that their powers are great, but the whole outline of duty gives an evidence of intelligent confidence which is not misplaced in the hands of the practical men who are selected for the appointment. There is an appeal from their decisions to the County Board of Examiners, who are called upon to investigate all appeals against the action of any inspector in their jurisdiction who suspends a teacher's certificate. Such an appeal with such an investigation is likely to be more satisfactory in every way than the hole-and-corner method which prevails in Whitehall, where a clerk on a stool in a back room up two or three stairs in the Education Office had until lately the settlement of a teacher's fate when the suspension of his certificate was under consideration. Each County Board of Examiners consists of the examiners appointed by the county council, and the inspector or inspectors of the county and the inspectors of any city or town within the limits of the county, and two other examiners. They must possess the qualifications prescribed by the regulations, viz., they must have had three years' experience as teachers in a public or high school, and hold a first-class provincial certificate, or a degree in arts from any chartered university in the province of Ontario, or a certificate as head master of a high school.

TEACHERS' CERTIFICATES.

Practical men are selected also for the purpose of granting certificates to teachers, and the Department on the other side of the water has set a good example to the red-tapers among ourselves by the instructions which are issued to the examiners. The questions in each subject are to be framed not with reference to any high standard for competitive examination, but solely to show whether the candidate is qualified or not for the position,

having regard to his proficiency or deficiency in answering questions framed for this purpose in the prescribed subjects. All examiners are enjoined, therefore, to be careful, when judging the answers, not to do so by such a standard as should govern in competitive examinations intended to test the respective merits of the different candidates for some special honour, but as a means of determining whether a fair average knowledge is possessed by the candidate.

The examination for a third-class certificate includes reading, spelling, grammar, composition, literature, history (Canadian and English), geography (Canada and the British Empire more particularly), arithmetic and mensuration, algebra to simple equations of three quantities, Euclid I., writing, book-keeping, and drawing. There is a further option between Latin, French, or German, and science as represented by physics and botany. For a second class certificate, algebra is required to quadratics (University pass), Euclid to the end of Book III., with easy deductions; chemistry; a higher degree of knowledge of the common subjects; and, in the case of Latin, etc., a level of attainment equal to the matriculation examination for the University of Toronto. For a first-class certificate still further scholarship must be proved. These are what are called "non-professional examinations," and a further test is applied before the candidate is qualified for work as a teacher.

The conditions upon which County Board of Examiners can grant third-class certificates are: that (1) the candidates must furnish satisfactory proof of good moral character; (2) must be of the age of eighteen years, if males, and seventeen years, if females; (3) must have passed the prescribed non-professional examinations; and (4) must subsequently have attended for one term at the county model school, and have obtained from its principal, and the County Board of Examiners, a certificate of qualification, after having passed the professional examination.

All candidates for second-class certificates are obliged to attend one of the provincial normal schools, so as to prepare for the professional examination. These certificates are granted upon certain conditions only: (1) that the candidate must have passed the non-professional examination in literature and science; (2) must have taught successfully for at least one year in a public school in the province; and (3) must have attended, for one session, a provincial normal school, and have obtained from the principal of such school, and from the examiners appointed by the Minister of Education, a certificate of his fitness to teach on a second-class certificate. In addition to the examination above referred to, the candidates are examined in the following subjects, which constitute the professional examination for that class:—Principles and theory of education; school organisation; discipline and government; English literature and language; mental arithmetic; reading and elocution; practical chemistry; hygiene; physics; practical botany; zoology; music and drawing; drill (males

only) and calisthenics; method of teaching and practical teaching in the model school. First-class certificates are granted only upon the following conditions:—That the candidate (1) must be the holder of a first-class non-professional certificate; (2) must have passed the professional examination for a second-class certificate; and (3) must have attended a training institute for one session, and passed the prescribed examination thereat. Should any teacher with requisites 1 and 2 have taught for two years in a public or a high school, he need not attend the institute, but must pass the examination.

RELIGIOUS INSTRUCTION.

In regard to religious instruction the rules of Ontario are simple. Every public and high school must be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer sanctioned by the Department of Education. The portions of Scripture used shall be taken from selections authorised for that purpose by the Department of Education, and are to be read without comment or explanation. Where a teacher claims to have conscientious scruples against opening and closing the school in the way we have indicated, he must notify the trustees to that effect in writing. No pupil is required to take part in the exercises above referred to against the wish of his parent or guardian, expressed in writing to the master of the school. When required by the trustees, the Ten Commandments shall be repeated at least once a week. The trustees are ordered to place a copy of the authorised Readings in each department of the public and high schools under their jurisdiction. The clergy of any denomination, or their authorised representatives, have the right to give religious instruction to the pupils of their own church in each schoolhouse at least once a week, after the hour of closing of the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same schoolhouse, the school board or trustees must decide on what day of the week the schoolhouse shall be at the disposal of the clergyman of each denomination at the time above stated. It is lawful for the school board or trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorised representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school. The regulations prescribing the "Hours of Daily Teaching" provide that they shall not exceed six hours in duration; but "a less number of hours of daily teaching may be determined upon in any public school at the option of the trustees." Arrangements may, therefore, be made by the trustees for closing the ordinary school work earlier than the usual hour, on certain days, so that time may be given for religious instruction.

Each township is divided into school sections of from two to four square miles each. The trustees, who hold office for three years, are appointed by the ratepayers as a school corporation, and it is worthy of note that only one goes out of office yearly. In this way there is less risk than among ourselves that a new school board will revolutionise the work of its predecessor. £50,000 is granted yearly by the Legislature and divided by the Minister of Education among the municipalities. They are required to raise, by rate, a sum at least equal to that apportioned to them. These two sums constitute the primary school fund of the municipality. On the requisition of the board of trustees, the municipal corporation imposes the additional rates which are necessary for the support of the schools. A sum of about £4000 is granted annually in aid of schools in new and sparsely scattered townships. This money is apportioned by the Department, and is in addition to the share coming to these poor schools from the school fund of the municipality and the local rates raised on the requisition of trustees.

SCHOOL ATTENDANCE.

The school attendance is not by any means so high as could be desired, but, so far as teachers are concerned, it must be remembered that their work is not tested by the absurdity of percentage and the payment by results. According to the latest returns, the pupils in Ontario under 5 years of age was 1115; from 5 to 21, 461,374; over 21, 420. The number between 7 and 13 who were reported as not attending school was 6230. The average daily attendance divided by the legal teaching days of the year was 221,861, or only 48 per cent. It is to be observed that in Ontario, as in Britain, there is a wide disparity between the attendance of the children in rural and urban schools. The circumstances of public schools situate in the cities and towns, and those in rural districts, differ in this, that in the latter there are two classes of pupils—the elder, who chiefly attend during the winter months, and the younger, in the warmer seasons. The average attendance accordingly shows this contrast:—

Attendants in Cities	60 per cent.
" " Towns	56 "
" " Rural Districts	44 "

The proportions in the various stages of progress are somewhat similar to those in the home country, the numbers declining rapidly as the higher stages are reached:—

1st Class,	167,722	4th Class,	70,713
2nd Class,	106,017	5th Class,	8,698
3rd Class,	112,873	6th Class,	894

modifications deemed necessary must be made only with the concurrence of the inspector and the manager, who are described as trustees. There is a provision also for a fifth class and sixth class, for which the programme embraces reading, literature, orthography and orthoepy, writing, arithmetic, drawing, geography, grammar, composition, history, music, book-keeping, algebra, Euclid, physics, botany, hygiene, drill, calisthenics, moral and religious instruction. The course of study under each head is the same as that prescribed for third-class teachers. Trustees are recommended not to form a fifth class in the public school in any city, town, or incorporated village where a high school is situated.

It is directed that *Hygiene* should be taught in the form of familiar lectures, and should include—temperance; the nature and effects of alcohol upon the system; the importance of cleanliness, and a strict observance of the laws of health; dietetics; how to preserve the eyesight, teeth, etc.; the dangers of exposure to cold and damp; how to play in order to promote physical culture; etc. At least one hour a week must be devoted to this subject. The different extension movements prescribed in any text-book on *Drill and Calisthenics* are to be frequently practised, not only during recess, but during school hours. Accuracy and promptness should characterise every movement. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics.

No course of *Moral Instruction* is prescribed. The teacher is expected, however, by his personal example, as well as by the exercise of his authority and by instruction, to imbue every pupil with respect for those moral obligations which underlie a well-formed character. Respect for those in authority and for the aged, courtesy, true manliness, reverence, truthfulness, honesty, etc., can best be inculcated as the occasion arises for referring to them. The religious exercises of the school must be conducted without haste, and with the utmost reverence and decorum.

In rural schools the subject of *Agriculture* should occupy a prominent place, such points being considered as—the nature of the soil; how plants grow and what they feed upon; how farms are beautified and cultivated; the value of shade trees; what trees to plant, and when to plant them; the relation of agriculture to other pursuits; the effect of climate on the pursuits of a people. Poetical selections on rural pursuits, talks on botany and natural history, should form part of the instruction of every Friday afternoon.

SPECIMENS OF SCHOOL WORK.

It remains to be said that there have been in the Canadian Education Court no less than 1273 articles in connection with the work of the public schools. These were arranged and classified by Dr. May, under whose guidance we made a careful survey of selected specimens which have been sent over as fair examples of the daily outcome of the normal and model schools, the public and

high schools, and the collegiate institutes. These include the approved text-books, specimens of school furniture and fittings, photographs of forty-four schools and colleges (which show at once the architecture and the liberality of the Government in their erection), kindergarten material, globes, maps, and charts, portrait busts of distinguished Canadians, portraits of Indians, models and apparatus for teaching anatomy, physiology, zoology, botany, and physics, and last, but not least, the specimens of the pupils' work. The kindergarten work is excellent of its kind, and shows the results of the training in the provincial model school, Toronto, and of the public schools of the same city. From 5316 schools there has been sent a varied and excellent collection which represents the ordinary work done by children from seven to fourteen years of age in the following departments:—

<i>Writing:</i>	Specimens of general work of 416,588 pupils.
<i>Arithmetic:</i>	do. 422,076 do.
<i>Geography:</i>	do. map drawing of 280,953 do.

Map drawing is taught simultaneously with the text-books in geography.

Drawing: Specimens of drawing books and drawings, general work of 255,821 pupils.

Drawing was made compulsory in the province of Ontario in July, 1885. A series of drawing books for teaching the elements of industrial drawing has recently been prepared under the direction of the Minister of Education for the use in the public and high schools. They are the joint work of Messrs. O'Brien (president of the Royal Canadian Academy), McFaul (teacher of drawing in the Normal school), and Revell (vice-president of the Ontario Society of Artists). Each book, published at ten cents, contains thirty-two pages, and the course of instruction will be understood from the following synopsis:—

The special subject of book No. 1 is elementary freehand drawing. It contains exercises in the drawing of straight lines, combinations of lines in rectilinear figures, circles, and simple ornaments. Book No. 2 continues the exercises in elementary freehand, and gives examples of simple ornaments. Its special subject, however, is the introduction of drawing from the round model. Book No. 3 continues previous subjects upon a large scale, and takes up constructive drawing. Book No. 4 has a new and special subject—the cultivation of rapid and accurate perception by the drawing from memory of objects which, having been observed, are removed from view. Book No. 5 introduces elementary freehand perspective in the drawing of models and familiar objects. Progressive studies of ornament are continued throughout the course, the examples being derived chiefly from natural forms or from the antique. As public school teachers are being trained in proper methods of teaching, it is not considered necessary to do more than make occasional suggestions in regard to the selection of examples for blackboard and dictation

lessons, or for memory and review exercises adapted to this particular subject. It is presumed that in each class the teacher will see that the exercises are neatly and accurately drawn, and that the subject is made clear to the comprehension of the pupils.

The drawings exhibited were taken from the work in progress in the schools in the middle of the term, and, although showing considerable skill, are scarcely a fair example of the improvement which can be made in a full session. We can speak favourably of the specimens which were placed before us by Dr. May. In all the departments of school work which we have specified there are excellent examples of what can be accomplished in the free institutions of a country which has not yet resorted to the degradation of its schools by the infliction of percentages or the illusory payment by the pass.

THE TRAINING OF TEACHERS IN ONTARIO.

The means of training young men and women as teachers are abundant and effective in Ontario. The earliest form of training institution was the County Model Schools. The establishment of this very valuable portion of the educational system of the province dates as far back as the year 1843. By referring to the first School Act for Upper Canada, passed in that year, we find that the 57th section declares:—"That it shall and may be lawful for the Court Wardens of any county in Upper Canada . . . to raise and levy by county rate a sum not exceeding £200, and to appropriate and expend the same for the maintenance of one or more 'County Model Schools,' within such county, and to constitute, by by-law or by-laws, to that effect, any Township, Town, or City School or Schools within the county, to be for any term not less than one year, such County Model School or Schools, etc." The 66th section of the same Act declares:—"That in every such Township, Town, or City Model School, gratuitous instruction shall be given to teachers of Common Schools." The School Act of 1846 provided for the establishment of District Model Schools in which "instruction shall be afforded to all teachers of Common Schools within the district." They were thus Normal Schools in miniature, for the persons under instruction were already teachers. In 1850, when the whole machinery of the school system was revised and reorganised, the Act provided for the establishment and maintenance of Township Model Schools in place of County ones.

They were not very successful at the outset, for while it was easy to provide Model Schoolhouses it was not so simple a matter to find the model teachers to control them. As the status and qualifications of the superintendents, who were subsequently styled Inspectors, as organisers and practical judges of scholastic efficiency, improved, so also were the schools raised to a higher degree of excellence. At last the time came when the Model School system could be once again put into operation. In the

year 1877 the School Act directed, that at least one school in each county should be set apart by the County Board of Examiners, as a County Model School for the training of candidates for Third-class Teachers' certificates. The County Council was required to provide and levy for each such Model School within the county, an amount at least equal to that apportioned or paid by the Education Department out of the annual legislative grant; but in no case was it to be less than £30.

Model Schools are established under certain conditions:—

1. The principal must hold a first-class Provincial Certificate, and have at least three years' experience as a public school teacher.
2. There must be at least three assistants holding second-class certificates. The equipment must be equal to that required for the fourth class of a public school.
4. A separate room for Model School purposes must be provided.
5. An assistant must be employed to relieve the principal of his public school work at least half the day, while the Model School is in session.

The course of study embraces the following:—I. *Principles of Education*.—School organisation, management, discipline, methods of instruction, and practice in teaching. After proper instruction and examples in methods, each teacher-in-training is required to apply the methods exemplified (a) by using his fellow-students as a class; (b) by teaching a class of pupils—say ten or twelve—before the principal or some other competent critic; (c) by teaching in the several divisions of the school. II. *Physiology and Hygiene*.—(a) Laws of health, temperance, cleanliness, hours of study, rest, recreation, and sleep. (b) Heating and ventilation of the school-room. (c) Functions of the brain, eye, stomach, heart, and lungs. III. *Music*. IV. *School Law*. V. *Review of Non-professional Work*. There are at present fifty-two of these schools, and their condition may be understood from the following statistics:—

Number of Students on Roll,	1305
Males,	520
Females,	785
Number who withdrew during the term,	21
Number who passed Final Examination,	1203
Males,	467
Females,	736
Number that failed,	81
Number of Lectures on Education,	1467
" " School Law,	509
" " Hygiene,	936
" Lessons taught by each Student,	1559
" Departments used,	340
" Assistants with the required qualifications,	253

There are also the Provincial Normal and Model Schools, situated at Toronto and Ottawa, which are intended as training and practice schools for candidates for second-class certificates. There are two sessions in each year, and the average attendance at each school is 100 for each session. The course of study includes:—I. Education: 1. History of Education; 2. Science of

Education ; 3. Principles and Practice of Teaching ; 4. School Organisation and School Management. II. English Language and Literature. III. Hygiene. IV. Chemistry. V. Physics : 1. Heat ; 2. Light ; 3. Electricity. VI. Botany. VII. Zoology. VIII. Drawing. IX. Vocal Music. X. Calisthenics. XI. Military Drill. XII. Method : How to teach the different subjects on the programme for public schools. XIII. Practice in Model Schools. At the close of each session one of the high school inspectors, and associates named by the department, conduct the Professional Examination. The model schools are adjuncts to the normal schools, and are used as practice schools for the teachers in training. The course of study is in harmony with that of the public schools. After the students in the normal schools have observed the methods employed in the model schools, and have, in the presence of the masters, handled classes formed among themselves, they are detailed to perform similar work in the model schools under the immediate direction and criticism of the regular teachers. From the reports emanating from the head teachers of these schools, and from those of their assistants in the normal schools, the principals of the normal schools frame their report as to the candidate's qualifications to receive a permanent certificate of the second class. The following statistics are for the year 1886 :—

NAME OF SCHOOL.	When Estab- lished.	Number of Teachers.	Number of Students.		Number of Pupils.	
			Males.	Females.	Boys.	Girls.
Toronto Normal School ...	1847	5	84	157	...	...
Ottawa Normal School	1875	6	68	99	...	...
Toronto Model School.....	1847	9	...	...	150	156
Ottawa Model School.....	1880	9	...	...	172	180

The total number of students admitted to the Toronto Normal School since its establishment in 1847 has been 9667 ; of these 4901 received certificates. The number of students admitted to the Ottawa Normal School since its establishment in 1875 has been 1364 ; of these 763 received certificates.

There are "training institutes" also, intended for the preparation of assistant masters of high schools, and of first-class teachers for public schools. They are attached to certain collegiate institutes, which have as assistant masters specialists in modern languages, mathematics, classics, and science, and, in addition to these, teachers competent to give instruction in music, drawing, drill, and calisthenics. In each year there is one session of fourteen weeks. The first seven are devoted to the work of each department, the other seven are spent in observation of methods, practice, and examination.

These institutes are, at present, connected with two of the collegiate institutes—viz, Kingston and Hamilton. The examina-

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tion in December, 1885, which was the first held under the new regulations, resulted as follows :—

Assistant High School Masters,	.	.	.	.	.	23
First-class Public School Teachers, .	.	.	.	.	.	10

Still further, to keep the teachers up to a good professional level after they have entered on the work of their profession, they are gathered together, from time to time, in what are known as "Teachers' Institutes." One of these is formed in each county or inspectoral division, having for its object the reading of papers and the discussing of matters that have a practical bearing on the daily working of the school-room. The Minister of Education apportions to each institute the sum of £5, and the Municipal Council pays the same amount. There are a President, Vice-President, and Secretary-Treasurer. These, together with a Committee of Management composed of five members, are elected annually. Each institute meets at least once a year for the election of officers, and the discussion of such matters as may be submitted by the Committee. The Education Department, after consultation with the Inspector, arranges the time and the place of meeting. A copy of the programme of proceedings is sent to every teacher in the inspectorate at least one month before the time of meeting. Every teacher, unless prevented by illness, must continuously attend the meetings, which last for two days. The Director of Teachers' Institutes takes part in the proceedings, by discussing at least three subjects on the programme, and by delivering a public lecture.

Much importance is attached to drawing as a branch of education in Canada, and, in addition to the regular instruction while in training, there are other facilities for teachers who are anxious to improve themselves in this particular branch. Separate classes were formerly held by the Education Department in the summer. It is now proposed to give a grant to each inspectoral division in which a class is formed for instruction in elementary drawing. The conditions on which such classes may be formed are:—1. The class must consist of at least ten persons holding a public school teacher's certificate. 2. The teacher in charge must possess a legal certificate to teach drawing, or be approved of by the Education Department. 3. At least thirty lessons of two hours each must be given. 4. Teachers who attend this course will be allowed to write at the Departmental Examination in Drawing. 5. The primary drawing course only shall be taught. 6. A grant of £4 will be made for each class of ten pupils, but only one class will be paid for in any inspectoral division.

With a view to stimulate the mental activity of the teachers, the Minister of Education has arranged a course of reading, by means of which, while not ignoring professional obligations, they may carry on daily the work of self-culture, and at the same time learn to regard their vocation from a higher standpoint. The course extends over three years, and embraces pedagogics, science, and literature. It can be mastered in the allotted time, without

difficulty—one hour per day being quite sufficient. The books in the professional course are those already used at the Normal School and Training Institutes, so that by taking them up in their reading course, the work required for entering the higher grades of the profession is simply prepared in advance. As the course is purely voluntary no examination is held in connection with it. If, however, the teachers of any inspectoral division agree to read the course with this end in view, and if the County Board of Examiners made adequate provision for such examination, the Department is always willing to recognise by special certificate this additional element of professional culture. The following are the books which have been selected under the head of "Pedagogics":—

Third Class Teachers.—(Two books to be taken in one year in the order given.) 1. Outlines of the Study of Man.—*Hopkins*. 2. Lectures.—*Fitch*. 3. Educational Reformers.—*Quick*. 4. Psychology of Cognition.—*Jardine*. 5. Education as a Science.—*Bain*. Education.—*Spencer*.

Second Class Teachers.—(Two books to be taken in one year in the order given.) 1. Systems of Education.—*J. Gill*. 2. Lectures on the History of Education.—*Jos. Payne*. 3. The Action of Examinations.—*H. Latham*. 4. School Management.—*Jos. Landon*. 5. Teachers' Manual and Method of Organisation.—*R. Robinson*. 6. Culture demanded by Modern Life.—*E. L. Youmans*.

First Class Teachers.—1. Psychology.—*Sully*. 2. Greek Education.—*Mahaffy*. 3. History of Pedagogy.—*Hailman*. 4. Mental Physiology.—*Carpenter*. 5. Education and Educators.—*Kay*. 6. The Schoolmaster.—*Ascham*.

There are local associations of the teachers, also, for the purpose of comparing notes on professional subjects of difficulty. In January, 1861, about 120 delegates from the teachers of the province met in Toronto to establish among Canadian teachers an association somewhat similar to the N. U. E. T., or the Educational Institute of Scotland. The objects of the association were: 1st, To secure the general adoption of the most approved systems of imparting instruction; 2nd, To secure the improvement of the text-books, or adoption of others more suitable to the wants of the community; 3rd, To enlarge the views of teachers and stimulate their exertions for the advancement and diffusion of knowledge; 4th, To encourage the frequent interchange of ideas and kindly intercourse among the members of the profession throughout the country. About ten years after its formation, a union with the "Ontario Grammar School Masters' Association" took place. As the result of this union, the association resolved itself into three sections: The High School Section; the Inspectors' Section; and the Public School Teachers' section. The association has a president; six vice-presidents; a recording secretary; a corresponding secretary; five councillors; and one delegate from each branch association. Each of the three sections has a standing committee, which brings before the annual meeting of the association a written report on the subject or subjects upon which it was appointed to deliberate.

CLASSICAL SCHOOLS.

In 1797 the legislature of Upper Canada memorialised George III., soliciting a grant of land for the endowment of a Grammar School in each district and a University for the whole province. A favourable reply was received, and in the despatch to that effect it was specified that the Grammar Schools to be established were to be free. Various recommendations were made from time to time as to the means of their support. In 1806 a temporary Act was passed by the provincial legislature (made permanent in 1808) establishing a classical and mathematical or public school in each of the eight districts into which Upper Canada was then divided, and granting the sum of £100 per school as the yearly stipend of the master, who was to be appointed by the governor on the nomination of the trustees. In 1819 annual examinations were instituted; a report was to be sent to the governor; and ten common school pupils had to be educated free of charge. If the number of pupils did not exceed ten, the teacher's allowance was reduced to £50. In 1831 the House of Assembly recommended an annual grant of £4,400 for the support of eleven free grammar schools. In 1839 the district schools were converted into grammar schools; and 250,000 acres of Crown lands were set aside as a permanent endowment. On condition of the inhabitants raising an equal sum, £200 was granted for the erection of the grammar school in each district; also £100 to each of four other grammar schools, situated at least six miles from the county town, and attended by sixty pupils.

In 1871 further legislation took place for the benefit of these schools. With a view to recognise the existence of a superior class of high schools, and to encourage their multiplication, the following important provision was inserted in the Act, viz:—

"Whereas it is desirable to encourage the establishment of superior classical schools, it shall be lawful for the Lieutenant-Governor in Council to confer upon any high school, in which not less than four masters are fully employed in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the name collegiate institute; and towards the support of such collegiate institute it shall be lawful for the Lieutenant-Governor in Council to authorise the payment of an additional sum, at the rate of, and not exceeding, seven hundred and fifty dollars per annum, out of the Superior Education Fund, provided under the authority of the tenth section of the Consolidated Grammar School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-three; provided, that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a collegiate institute, until restored by the Lieutenant-Governor in Council under the conditions provided by this section."

In 1874 a clause was introduced into the "High Schools Act" requiring candidates for head-masterships to present evidence of

their knowledge of the science and art of teaching, and of the management and discipline of schools. An allowance of £10 a year was made to such schools as were able to give their pupils a course of elementary military instruction. In 1879 the municipal grant was made equal to the legislative grant. In 1885 the legislative grant was apportioned on (1) the basis of salaries paid to masters and assistants; (2) on character and equipments of school buildings and appendages; (3) on average attendance. These schools, like the public schools, are open to pupils of both sexes who can pass an entrance examination based on the fourth-class work of the public schools, excepting music, business forms, and book-keeping. They are intended to furnish a higher English, or a classical course with modern languages, so that the pupils may be fitted to pass the matriculation examination of any of the universities of Ontario, to enter business, or to pass the teacher's non-professional examination. The following statistics will show their number and the rate at which they have been progressing in Ontario since 1854:—

	1854.	1884.
Population	950,551	1,913,460
No. of Schools	64	106
No. of Pupils attending Schools	4,287	12,337
No. of High School Teachers	99	358
Amount of Legislative Grant	£4,388	£17,040
Amount of Municipal School Grants and Assessments	3,500	44,134
Other Receipts	2,324	20,420
Total Income from all sources	10,212	81,594
Paid Masters' Salaries	8,700	56,555
Paid for Sites, Buildings, and Repairs	680	6,803
Other Expenditures	28	13,728
Total Expenditures	9,408	77,186
No. of School-houses { Wood	36	6
{ Stone or Brick	28	100

HIGHER SCHOOLS AND COLLEGES.

The High School Act, passed in 1885, contains the following provision in regard to Collegiate Institutes, viz:—On the Report of the Minister of Education, and subject to the regulations of the Education Department, any High School having—(1) Suitable school buildings, out-buildings, grounds and appliances for physical training; (2) Library, containing standard books of reference bearing on the subjects of the programme; (3) Laboratory, with all necessary chemicals, and apparatus for teaching the Elements of Sciences; (4) Four Masters at least, each of whom shall be specially qualified to give instruction in one of the following departments: Classics, Mathematics, Natural Science and Modern Languages, including English; (5) Such other assistants as will secure thorough instruction in all the subjects in the curriculum

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of studies for the time being sanctioned by the Education Department for Collegiate Institutes.

The educational system of Ontario includes also the University of Toronto, with an annual income of £15,200, of which £1,600 is derived from fees and £13,600 from endowments.

The University of Toronto and University College constitute the Provincial University. The University was originally established by Royal Charter in 1827, under the title of King's College; the President being required to be a clergyman of the United Church of England and Ireland, and the government was vested in the "College Council," composed of the Chancellor and the President, and of seven of the Professors, members of the Established Church, but no religious test or qualification was to be required of students, or admission to any degree in any Art or Faculty, excepting in Divinity. In consequence of a feeling of discontent engendered by its exclusive character, the Charter was amended in 1834, and it was provided that in future the president need not be an incumbent of an ecclesiastical office, nor need any member of the Council, nor any Professor, be a member of the Church of England, and no religious test was required of students. The institution was inaugurated and the first students admitted in 1843, and the first Convocation was held in 1844. The functions of the University comprise the examinations of candidates for standing, scholarships and degrees in the several Faculties. It prescribes the curriculum of study, and appoints the examiners and conducts the respective examinations; it also maintains a library and museum. The Legislature of the Province, in 1884, passed the following resolution on the subject of co-education, viz.:—"That inasmuch as the Senate of the Provincial University, having for several years admitted women to the University examinations and class lists, and inasmuch as a considerable number of women have availed themselves of the privilege, but labour under the disadvantage of not having access to any institution which affords tuition necessary in the higher years in the course; in the opinion of this House provision should be made for that purpose as early as practicable in connection with University College." This has since been done. The work of instruction is performed by University College through its Professors and Lecturers. This College and the University are maintained out of the common endowment of the Provincial University, which is administered by the Bursar's Department, under the control of the Lieutenant-Governor in Council. University College is governed by a Council composed of the President and Professors. The following chairs have been established in the College, namely:—Classical literature, logic and rhetoric, mathematics and natural philosophy, chemistry and experimental philosophy, history and English literature, mineralogy and geology, metaphysics and ethics, meteorology and natural history, and lectureships on Oriental literature, in German and French. The course of instruction follows that prescribed by the curriculum of the University of Toronto, and involves four

academic years, each consisting of two terms. The students are required to pass a matriculation examination before being recognised as regular students of the University, or entitled to its degrees. They are required to pass annual examinations in the University, so as to gain standing year by year, as well as for the particular degrees. Students who are not matriculated may attend lectures in the different departments. The junior matriculation examination is prescribed by the University Statutes. There are nine professors and sixteen tutors or lecturers. Last year the students in arts were 300, and in special subjects 91.

Technical education, it is needless to say, is not neglected, and ample provision is made by means of the School of Practical Science, the Ontario School of Art, and the Agricultural College. Both in science and art these institutions provide a liberal course of instruction by thoroughly qualified teachers, and the outcome of their studies was made manifest in the recent educational collection at South Kensington. In 1849 an Act was assented to, granting £500 per annum for the establishment and support of a school of art and design for Upper Canada. This fund was allowed to accumulate for several years, and, together with special grants, was expended in the purchase of a collection of objects of art, which gradually increased so much in size that it became necessary to erect new school buildings, and devote all the lecture-rooms, etc., of the original Normal school building to the purposes of the museum. The original plan of having a school of art and design was not carried out until 1882. In the meantime the museum was thrown open free to the public every day except Sundays, and students from the city having art tastes have the privilege of copying from the paintings, statuary, etc. As an indirect aid to art the museum has been very valuable, and the students of the Ontario School of Art have access to its examples for the purposes of study. Art schools have been established in Hamilton, Kingston, London, and Ottawa; in addition, about 100 branch art schools, for the study of industrial drawing, have been established at mechanics' institutes, etc. All these institutions are liberally assisted by the Government. Drawing classes are also conducted during the summer holidays for the training of school teachers. In 1885 they were attended by 16,259 members, giving an average of 138 for each institute. Simultaneous examinations are held throughout the whole province. The examination papers are sent from the Education Department, and the examinations conducted by presiding examiners appointed by the Minister of Education. At the close of the examinations the papers are returned to the department to be examined by a committee from different parts of the province appointed for that purpose. Mechanics' institutes receive from the Government two dollars for every dollar expended up to the sum of four hundred dollars per annum. In 1885, 147 institutes were in existence, with an expenditure of £23,600. The sum of £20 is allowed to each institute conducting drawing classes. Examinations are held at the end of

each term, and fifty mechanics' institutes held examinations in drawing on 1st March, 1886. The specimens of work which have been sent from these institutes will be found in every way creditable, and, considering the comparatively short time during which the schools of art have been in operation, their output, also, must be considered highly satisfactory.

The Ontario Agricultural College and Experimental Farm, established in 1874, is situated near the City of Guelph, in the centre of an extensive agricultural and noted stock-raising district. The Farm consists of 550 acres, about 400 of which are cleared. It is composed of almost every variety of soil, and consequently is well suited for the purpose of experimental farming. Its objects are :—(1) To give a thorough mastery of the practice and theory of husbandry to young men of the province engaged in, or intending to engage in, agricultural or horticultural pursuits; and (2) to conduct experiments tending to the solution of questions of material interest to the agriculturists of the province, and to publish the results from time to time. The Matriculation subjects are as follows :—Reading, Writing and Dictation, English Grammar, Arithmetic,—to the end of Simple Proportion; the outlines of General Geography, and the Geography of Canada.

The Tuition Fees are as follows :—Residents in Ontario, with one year's apprenticeship, £4 a year; without the apprenticeship, £6. Non-resident, with one year's apprenticeship, £10; without apprenticeship, £20 for the first year, and £10 for the second. The charge for board, etc., is 10s. 6d. per week, washing extra. All regular students are required to work in the outside departments—farm, live stock, garden, carpenter shop, and experiments, during the afternoon of every alternate day; and for one hour in the morning in the live stock department. This labour is paid for at a rate per hour, fixed by the Farm Superintendent, and the payments are credited on board accounts.

THE DEAF AND DUMB.

Ontario has done wisely in regard to the deaf and dumb. In 1866 the Rev. Dr. Ryerson, Chief Superintendent of Education, was directed by the Government to make an educational tour in foreign countries, during which he was to collect information, etc., respecting schools for the deaf and dumb and the blind, as the Government contemplated establishing such schools in both Upper and Lower Canada, and an appropriation of £16,000 had been voted by Parliament in 1854 for the erection of schools for the educating conjointly of mutes and the blind. Four years later, on the 20th of October, 1870, the Ontario Institution for the Education and Instruction of the Deaf and Dumb was opened at Belleville. During the first year 107 pupils were admitted, of which number 62 had not attended any school for the deaf and dumb. The institution is open to all deaf mutes from seven to twenty years of age, who are not deficient in intellect and are free from contagious

disease. The period of instruction, except in special cases, is limited to seven years. No charge is made for tuition and instruction, but parents who are able to do so are charged £10 a year, while non-provincial pupils are admitted for £25 a year. The course of instruction is both scholastic and industrial. In the former the work is, on the whole, analogous to that done in the public schools of the province, due allowance being made for difference, not so much in the mental capacity of the pupils as in the difficulty of teaching the subjects. The modes of instruction employed are the manual alphabet, signs, writing, and articulation or visible speech. In fact, the system may be termed the "combined system," and it has been found to be most practical and productive of useful results. The pupils are urged to use "articulation" instead of "signs," whenever it is possible to do so, and the greatest pains are taken to train them to express their thoughts in written words, accurately used and spelt. The yearly examination of the pupils is undertaken by experienced masters from the Normal School. From the reports laid before Parliament it is pleasing to learn that the interests of these "children of silence" are so faithfully and earnestly ministered to. In the Industrial Department both classes are provided with instruction and work. The boys are instructed in cabinet-making, carpentering, shoemaking, and tailoring; while the girls are taught to sew, to make dresses, to do fancy work, and are trained in household duties. Since the institution was opened in 1870 not fewer than 700 have enjoyed its benefits.

THE BLIND.

The blind also have received due attention at the hands of the Government. An institution for their benefit was established at Brantford, in the year 1872, for the education and training of the blind youths of the province, between the ages of seven and twenty-one years, who are not disqualified through disease or mental incapacity. It is intended to be supplementary to the public school system of the province, and admits those whose sight is so defective or impaired as to prevent them from receiving education by the ordinary methods. It is not necessary, therefore, that a youth should be totally blind in order to be entitled to the benefits of the institution. The pupil is taught arithmetic, grammar, geography, reading, writing, and, at a more advanced stage, English literature and history. He is instructed in the use and form of common objects, in natural history and physiology, and sometimes popular chemistry is also taught. In many of these subjects pupils attain a high degree of proficiency. Reading is taught by the use of embossed type traced by the fingers; writing with the aid of a grooved card, which acts as a guide to the hand; geography by the agency of dissected maps; natural history by handling models or stuffed specimens of birds, animals, or fishes. A system known as the Point Print Cypher, written with the

assistance of a stylus and a brass guide, is used for correspondence, for music writing, and for copying books and documents. Concurrently with this course the pupil is, where his ability justifies it, introduced to the study of music, including lessons on either the pianoforte, organ, or violin, or on more than one of those instruments, if a special talent be exhibited. Where the voice is susceptible of successful cultivation, the pupil receives careful instruction in vocal music. Advanced music pupils are also instructed thoroughly in harmony, counterpoint, and the theory of music. If a male pupil possesses a correct ear and other qualifications likely to fit him for the business of a pianoforte tuner, he enters the tuning class and receives a regular course of instruction in that branch of training. On graduating from the tuning class, the pupil receives a complete outfit of tools valued at about £6. With male pupils, whose circumstances require them to pursue an industrial calling, the willow shop, where chair and basket-making are taught under a competent trades instructor, is the usual resource. In four or five sessions an intelligent youth may graduate as a competent workman, quite able to earn a comfortable living by his own industry. If his record is good, the willow shop graduate, on leaving, receives an outfit of tools, models, and material worth from £16 to £20. Of the female pupils, all are instructed in hand-sewing, hand-knitting, and the use, with all their respective attachments, of the sewing and knitting machine. In the sewing-room apt pupils readily qualify themselves for undertaking almost any ordinary description of needlework, and some for cutting out work. In the knitting branch the knitting machine affords to many, after leaving the institution, a means of providing their own income.

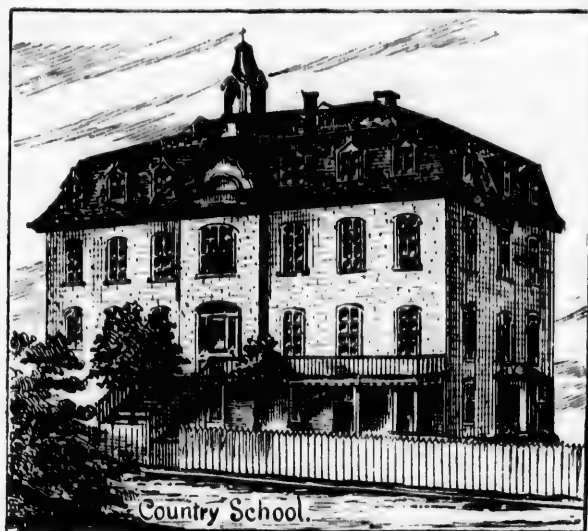
MISCELLANEOUS.

In addition to those schools which are maintained at the public expense, there are other institutions which are not under provincial control. These include five universities—(1) Victoria (Wesleyan), at Cobourg, with ten professors and 449 students; (2) Queen's (Presbyterian), at Kingston, with ten professors and 354 students; (3) Trinity College (Church of England), at Toronto, with six professors and 250 students, including eight women; (4) Roman Catholic College at Ottawa, with twenty-two professors and lecturers and 500 students, arranged as commercial (300), classical (170), and theological (30); and (5) Western University at London. Of theological colleges there are six, and of classical colleges there are three, with an aggregate attendance of above 500 pupils. Of ladies' colleges there are nineteen, and the photographs of some of these in the exhibition show that they are spacious and suitable buildings. The medical colleges and schools are eight in number, and are attended by about a thousand students.

Quite recently it has been announced that "a business college" will be opened in Liverpool, but the idea is not a

new one, for the Dominion of Canada has already founded many such schools. There was a time in our own country when "the commercial academy" was a name not unknown, although too frequently a misnomer. In Ontario these colleges are all conducted upon a similar basis, and pursue somewhat analogous courses, though these are possibly more varied in some colleges than in others. The following details of subjects taught will give an idea of the work carried on:—Spelling, dictation, business arithmetic, mental arithmetic, penmanship, business correspondence, business paper, commercial law, book-keeping, business department, comprising buying, selling, correspondence, banking, etc.; telegraphy, type-writing, shorthand. The work is illustrated by various specimens at South Kensington, including a set of books just finished by one of the students, representing the work actually done in the junior theory and preparatory, and senior theory and actual business practice departments. It also includes a balance-sheet showing state of student's ledger in theory department; samples of the money and merchandise used by students in the actual business department of the college; with pen and ink sketches selected from the ordinary work.

The people of Ontario are not forgetful that the poor are always with them, and provision has been made for a boys' home and a girls' home in various parts of the province, where neglected children are duly guided in the best ways to procure an honest living. The idea of establishing such an industrial school in Toronto first suggested itself in 1858, and the plan was then largely discussed. In 1871 the School Act authorised public school boards of cities, towns, and villages to establish one or more such schools. An industrial school for Toronto is now in course of erection near the village of Mimico, seven miles from the city, the Ontario Government having given a plot of eight acres, and leased forty-two in addition. The Act passed in 1884 defines an "industrial school" to be:—"A school in which industrial training is provided, and in which children are lodged, clothed, and fed, as well as taught." About twenty years ago a reformatory was established for boys convicted before any court of criminal jurisdiction, under the charge of a warden and several other officers. In 1880 a change in the name and the character of the establishment was made. With a better recognition of its "reformatory" than of its "penal" objects—viz., the custody and detention, with a view to their industrial training, and the moral reclamation of the boys confined therein—it was styled a "Reformatory for Boys," and two or more schoolmasters, holding first or second-class certificates, were appointed to it as public school teachers. The last report of the superintendent states that "a good majority of the boys appear to have made fair progress in acquiring the rudiments of an English education. The training of the boys in the different trades—carpentering, tailoring, and shoe-making, and also in the necessary domestic work—has been carefully attended to." At the close of the year there were 220 inmates.



SCHOOLS IN QUEBEC.

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PART III.—QUEBEC.

There is activity in other parts of the Dominion, and the province of Quebec (which was formerly known as Lower Canada) is not by any means idle in this direction. It is unlike Ontario in regard to the constitution of its schools, for religious difficulties have to be faced, and the varying wants of its nationalities have to be considered. It was ordained long ago that "there shall be in each of the cities of Quebec and Montreal, and in each municipality, town, or village in Lower Canada, one or more common schools for the elementary instruction of youth to be managed by school commissioners, or, in the event of dissentient schools being established therein, by the trustees of such schools in the manner provided by Act of Parliament." A study of the consolidated Acts which bear on education will show that much care has been taken to secure thorough efficiency with a due consideration for the "dissentients" who may group themselves in any district. The Department of Public Instruction consists of the Hon. Gédéon Onimet, superintendent, to whom, and to his subordinates, we are deeply obliged for much valuable information on this subject), two secretaries, two clerks for correspondence and statistics, an accountant, and eight other officials.

The Roman Catholic Council of Public Instruction consists of the superintendent, who acts as chairman, the Archbishop of Quebec and nine other ecclesiastics, with nine laymen of distinguished social position in the province. There is also a council of ten members, with five associates. Six-sevenths of the population (which is 1,329,027) are Roman Catholics. The common schools correspond with those which are known as elementary among ourselves. Their superior schools are described as academies and seminaries by the Roman Catholics, while the Protestants describe them as Grammar and High Schools.

The superintendent of education is appointed by letters patent under the great seal of the province, and holds his office during the pleasure of the Government. He receives a salary of £800, with an allowance of £180 for a secretary, £140 for a clerk, and the contingent expenses of his office. He is required to provide the Government satisfactory security to the extent of £1600. He has to receive and distribute money for school purposes, to prepare forms and recommendations, to keep correct books and distinct schedules of all matters subjected to his control, to

examine accounts of parties receiving public money, to report yearly to the legislature what he may have done under the first seventeen sections of the Education Act during the previous twelve months, and generally to control the educational interests of the province. It will be seen, therefore, that his duties are many, and much more multifarious than fall to the lot of a single officer under our own Education Department. The salary which we have mentioned would appear, therefore, to be by no means over liberal when compared with the payments in Downing Street and Dover House, or even in Marlborough Street, Dublin, for the administration of the educational affairs of Ireland.

SCHOOLS AND PUPILS.

The extent of the work now carried on in Quebec will be indicated by the following information which we extract from the recently issued annual report of the Department:—

	1880—81.	1884—85.
SCHOOL DIVISIONS.		
Municipalities,	1,010	1,101
Districts,	4,403	4,768
INSTITUTIONS.		
Elementary Schools, . . .	4,156	4,492
Model Schools,	281	356
Academies,	302	220
Colleges,	36	39
Special Schools,	19	18
Normal Schools,	3	3
Universities,	3	3
Totals,	4,800	5,131
PUPILS.		
Pupils of Elementary Schools,	162,968	180,063
„ Model „	21,984	29,451
„ Academies,	42,983	38,361
„ Colleges,	7,253	7,109
„ Special Schools, . .	1,539	1,706
„ Normal „	386	284
„ Universities,	1,013	1,125
Totals,	238,126	258,099

SCHOOL FEES.

The schools of Quebec are not free, but are maintained by a combination of the means of parents, localities, and the State. Parents must pay a fee of not more than 1s. 8d. per month. The ordinary amount may be diminished (at the discretion of what, for convenience sake, we may call the managers) according to the

means of the parents, the age of the children, and the course of instruction, but not less than 2½d. per month. The fees may be higher in model schools. They are not payable except for each child of from seven to fourteen years of age, but children between the ages of five and sixteen years have a right to attend school upon payment of the usual monthly fees. Fees cannot be exacted (1) from parents who are paupers; (2) for insane, deaf, or dumb children; (3) from persons whose children are unable to attend school from serious and prolonged illness; nor (4) for children who are absent from the school municipality for their education. From seven to fourteen the children are bound to attend, and if the fees are not paid, they can be recovered by well-defined legal process. It is arranged, for the convenience of parents with whom this world's goods are more plentiful than hard cash, that the fees can be paid in "kind," so that outside the cities of Quebec and Montreal the monthly contributions can take the form of grain or wood. The commissioners are required in that case to value the articles in money, and are empowered to recover the amount so fixed by the usual legal process if the articles are not forthcoming.

COST OF BUILDINGS.

On page 34, we have placed before our readers specimens of the school architecture of Ontario and Quebec. When it is found necessary to provide a new school in any district the School Commissioners have power to tax either the particular district or the whole municipality. If the building is for a model school, the locality in which it is to be built is first taxed for an amount equal to that which it would have cost the district to erect a primary school. The extra outlay is to be met by the whole municipality. No tax is to be levied for the construction of a superior school, academy, or model school beyond the sum of £750. The amount for an elementary school is limited to £320, and the plans must be approved or furnished by the superintendent, who has power, however, to authorise the trustees to lay out a larger sum than the amounts which we have already mentioned. The law details very minutely the various steps which are to be taken to secure a site, but it is distinctly provided that possession shall not be taken in the case of any property held by a church, body, corporation or association for religious or scholastic purposes.

QUALIFICATIONS OF TEACHERS.

The teachers of Quebec are divided into three classes :—

- (1) Those of the schools which are purely elementary;
- (2) Those of model schools; and
- (3) Those of the educational establishments which are described as academies.

The following are the qualifications which have to be certified after due examination :—

For *Elementary Schools*—reading, writing, elements of grammar and geography. Arithmetic as far as the rule of three inclusively.

For the teachers of *Model Schools*—in addition to the foregoing, the acquirements necessary to enable them to teach grammar, the analysis of the parts of speech, arithmetic in all its branches, bookkeeping, geography, the use of the globes, linear drawing, the elements of mensuration and composition.

For the teachers of *Academies*—besides the qualifications required for the above-mentioned two classes of teachers, all the branches of a classical education, inasmuch as they are designed to prepare their scholars for the same; and for each grade of scholars, such other qualifications as may be required by the rules and regulations passed from time to time by the Council of Public Instructions and approved by the Lieutenant-Governor in Council. Diplomas are granted by a board of examiners named by the Government.

There are three *Normal Schools*—the Laval and Jacques Cartier for Roman Catholics, and the McGill for Protestants. The course of studies, which extends over three years in these schools, is such as is required to qualify teachers to pass the examinations, subject also to the rules and regulations adopted by the Council of Public Instruction, and approved by the Lieutenant-Governor in Council.

Unless the teachers be duly certificated, “the grant” from the Government may be withheld, but there is a very wide margin by which others than duly trained teachers can be employed. “Every priest, minister, ecclesiastic, or person forming part of a religious community, instituted for educational purposes, and every person of the female sex, being a member of any religious community, shall be in every case exempt from undergoing an examination before the Board of Examiners.”

Before the examination for certificates the candidate must pay a fee of two dollars to defray the cost, and no part of this sum is returned if he should fail. The teacher's certificate, diploma, or *brevet*, may be revoked by the Committee of Public Instruction “for any want of good conduct as teacher, of good morals, or of intemperate habits in the holder thereof.” Such revocation, however, can take place only after a very careful investigation, in which the teacher enjoys every opportunity of clearing his character from any charges which may be brought against him. At the end of two years, if the teacher's character and conduct are reported as satisfactory, the certificate is once more valid as before. Since the formation of the normal schools diplomas have been granted to the following numbers :—Jacques Cartier, 514; McGill, 1,754; Laval, 1,752; with a total of 4,020.

SALARIES.

In regard to salaries, while some teachers receive as much as £400 a year, the following are the average payments:

Head masters in cities and towns, £240, with dwelling, fuel and light.

Head mistresses £120, in cities and towns, with dwelling, fuel and light.

In country places, head masters £100, with dwelling, fuel and light.

Assistant masters in cities and towns, £140.

Assistant mistresses in cities and towns, £60.

Assistant masters in country places, £40, with dwelling, fuel and light.

Assistant mistresses in country places, £20, with dwelling, fuel and light.

The salaries must be paid half-yearly, and it is arranged that the School Commissioners or Trustees are liable for each infraction of the law, in regard to payment, to a penalty not exceeding £5.

COURSE OF STUDY.

The course of study in the various schools is regulated by a scheme which differs with the denominations. In the Roman Catholic schools there are stages for the first and second degree of elementary schools, and also for the model schools and academies—all fairly and reasonably arranged. In the case of the Protestant schools the curriculum is arranged after the manner of the British standards. It is divided into four grades, which correspond with the four "readers" by which the pupil is familiarised with the knowledge of words and sentences. The following suggestive note deserves the attention of the martinetts who insist among ourselves that every year should see its standard progress by every pupil according to age:—"Teachers are requested to give great attention to the subject of reading, especially in the lower grades. The pupils of each grade should read their text-book (they are only required to master one at a time) with care, and so as to understand and take an interest in what they read. The work indicated in each column should be done while the pupil is mastering the reader at the head of that column. An ungraded school with one teacher should not have more than four classes on one subject. The pupils of such a school should be taken together in writing, drawing, object lessons, and music." It is to be noted that drawing is obligatory in all schools, but the requirements are kept within reasonable bounds. In the two lower grades the requirements are "straight lines and curves, and their simpler combinations on plates from the black-board;" while for the higher grades the test is invited to "drawing from flats." The following table shows very clearly that there has

been a comparatively great increase in the number of pupils studying the various subjects of the curriculum :—

SUBJECTS.	1880-81.	1884-85.
Writing	158,554	230,174
History	75,496	93,667
Geography	71,418	96,748
Arithmetic	148,911	186,295
Book-keeping	21,295	43,376
Agriculture	26,070	39,203
Industrial Drawing	48,711	80,751

The schools are open seven hours daily on the average, Saturday being a whole holiday. The working year extends over forty-four weeks, but no grant is paid unless the school has been open at least eight months, and at least fifteen children must have been in attendance, periods of epidemics or infectious diseases excepted. In the Roman Catholic schools religious instruction is given by the teachers, twice a week, under the direction of the parish priests ; in Protestant schools, according to regulations sanctioned by the Protestant Committee of the Council of Public Instruction.

PREPARATION FOR BUSINESS.

The preparation for business life is not neglected in the province of Quebec, and the Roman Catholic Commercial Academy of Montreal may be taken as a fair example of what is attempted in that direction. The School Commissioners considered it their duty, in response to an urgent want and to the legitimate expectations of the influential Catholic population, to spare no necessary expense to place this institution on a footing second to none in the country. Spacious study-halls and class-rooms, school furniture of the latest and most improved patterns, convenient heating apparatus, the most perfect system of ventilation, etc., etc., have been abundantly provided and introduced. The object of the commercial academy is to prepare and qualify pupils who have diligently followed the course of instruction, to embrace with success any commercial or industrial pursuit. The unusually large proportion of French-Canadian and English-speaking scholars who have hitherto attended the school, greatly tends to make it a most desirable institution for acquiring a prompt and practical knowledge of the French and English languages, which are taught respectively by professors of acknowledged ability. Without in any way binding itself to provide with situations all pupils indiscriminately who have attended its classes, this institution nevertheless considers it a pleasing duty to extend its patronage and favour, to the utmost extent in its power, to such pupils as prove themselves specially deserving. Its relations with

the principal commercial houses of Montreal, and the cordial interest manifested by the numerous friends of the institution, usually render this an easy and agreeable task.

The third or highest grade is called the "Business Class," and is intended to prepare clerks for the wholesale and retail business; commercial travellers; book-keepers for stores, offices, manufactories, railroad and steamboat companies, banks, and custom-house, etc.; in a word, business men for commerce in general. The course of instruction embraces:—*Book-keeping*.—The manner of opening, conducting, and closing books for individuals or for societies; all kinds of commercial transactions according to the best systems of the great mercantile firms, together with banking and custom-house business. *Commercial Correspondence*.—In French and English. *Arithmetic* (mental as well as written).—Percentage, simple and compound interest, partial payments, discount, banks, stocks, commission, brokerage, insurance, duties or customs, profit and loss, storage, partnership, equation of payments, exchange, general average, taxes, etc. *Commercial Law*. Negotiable and non-negotiable paper, contracts, etc. *Caligraphy*.—In all its parts. *Oral Lessons*.—In commercial geography and business in general; study of merchantable goods. *Religion*.—It is recognised also that since "manners make the man" in a variety of ways in business, it is a good thing to include politeness in the course of instruction. "Good manners are made up of petty sacrifices," said Emerson in his "Social Aims," and it is well, therefore, to familiarise young people with the practice of the little graces which go far to ensure success in after life.

Every year all pupils of the primary, intermediate, and commercial course indiscriminately—at whatever time they may enter the school—are charged two dollars before having their names entered on the roll. The proceeds of this amount are devoted to the maintenance of the chapel, library, and museum of specimens. These two dollars are taken on account, and deducted from the tuition fees, which are as follows:—Primary course, £4; intermediate, £6; commercial, £7, 12s.; and scientific and industrial course, £8, 16s. per annum. The balance is payable quarterly, in advance, as follows:—Primary course, £1; intermediate, £1, 8s.; commercial, £1, 16s.; scientific and industrial, £2, 4s. A reduction of 10 per cent. is allowed to parents who settle their accounts within the first fifteen days of each quarter. A further reduction of 10 per cent. is also allowed to parents placing two or more children at the school. At the expiration of each quarter parents receive a report informing them of the conduct, application, and progress of their children.

For admission to the scientific and industrial course the following are the requirements:—*French and English Literature*. *Arithmetic*: Decimal and vulgar fractions. Weights and measures of Canada and neighbouring countries. Metrical system. Proportion. Extraction of square and cube roots. *Algebra*: Equations as far as radicals and quadratics. *Geometry*: The first four books of

Euclid, Davies, or Legendre. General notions on the construction of figures. Properties of the right-angled triangle. Evaluation of surfaces and specific gravity of solids. (Practical problems.) Physical and political geography, particularly of America and Europe. Well-executed linear drawing. General notions of natural history and the sciences. The examinations are both oral and written. The model for linear drawing will always be simple enough to allow its being executed in a short time. The precision of measures and the distinctness of the lines will suffice to decide. The requisite knowledge of the sciences is very elementary; but on the motion of the earth, the use of common metals, plants, animal species, etc., examples are required. A failure in geometry, arithmetic, or algebra is sufficient to justify a refusal of admission.

Technical education is encouraged in Quebec, but the work has not made very great progress. It is, to a certain extent, included in the curriculum of the eighteen classical colleges, and in the three universities. Schools for the purpose of advancing scientific and artistic knowledge have been established also, under the direction of the Council of Arts and the Polytechnic School, Montreal. The work of charity, it need hardly be said, is not neglected in a country where religious denominations have so large a share in the management of the schools. The Nazareth Institute provides for the blind at Montreal, and there are four institutions for the benefit of deaf mutes, for whose maintenance the legislature provides £2600 yearly. Public liberality is enlisted in regard to the support of these institutions, as well as for reformatory and industrial schools, which are subsidised by grants of about £6000.

SCHOOL INSPECTORS.

The schools are inspected twice a year, but the inspectors are not necessarily employed in that kind of work only. There are at present thirty-four of these officers, of whom twenty-seven are Roman Catholics, and seven Protestants. No person can be appointed school inspector unless he has attained the age of twenty-five years, and obtained a certificate or diploma as a teacher. He must have taught in school not less than five years, and not have been more than five years away from that kind of work. He must further be examined, by a committee of the denomination to which he belongs, as to his fitness for the duties of inspector. Each inspector is *ex-officio* a Justice of the Peace of the district for which he is appointed, and he is armed with adequate powers in the way of administration. There is only one grade of inspector, but the rate of payment varies from £60 to £240, the maximum allowed by law. It is to be noted, however, that as their time is not entirely occupied in the work of inspection they are at liberty to supplement their incomes only in such literary work as in no way interferes with their school visitation. The "superior education income fund" is chargeable, in part, with the payment of the salaries of these officials. The fund was formed

out of the proceeds of the estates and property of the late order of the Jesuits, and it is now under the control and management of the government.

Each inspector has on the average 127 schools to visit, the Roman Catholics being to the Protestants as 125 is to 135. The average cost of inspecting each school is £1, 6s. Each inspector has about 6000 scholars to examine, so that the numbers are by no means excessive.

PENSIONS.

There is some provision in the way of retiring allowances by what is called the Pension Fund Act, and the latest report of the department declares that "this law continues to exercise the minds of the teachers," as may very well be supposed. It is expected that the full benefits of the Act will come into operation in the course of the present year. The legislature provides the sum of £200 yearly, and in addition to this grant the fund has been accumulating from 1880 to 1885 in the following manner:—

1 per cent. on common school grant,	£1,415
2 per cent. on teachers' salaries,	9,634
1 per cent. on Superior Education Fund,	516
2 per cent. on teachers' salaries not reported in common schools, .	140
2 per cent. on school inspectors' salaries,	483
2 per cent. on the salaries of the professors of Jacques Cartier Normal Schools,	81
2 per cent. on the salaries of the professors of McGill Normal School,	161
2 per cent. on the salaries of the professors of Laval Normal School	92
Paid by teachers in years previous to 1880,	3,458
Total,	£16,980

The clause in the consolidated statutes on the subject of a superannuation fund is as follows:—"Out of the Legislation School Grant, there may be paid sums not exceeding £400 towards forming a sum for the support of superannuated or worn-out common school teachers in Lower Canada, under such regulations as may be adopted from time to time by the Superintendent of Education, or by the Council of Public Instruction; but no such teacher shall be entitled to share in the said fund who does not contribute to such fund, at the rate of 16s. 8d. per annum, at least, for the period of his teaching school, or receiving aid from such fund, or does not furnish satisfactory proof of his inability, from age or loss of health in teaching, to pursue that profession any longer; and no such allowance to any teacher shall exceed the rate of £1 5s. per annum for each year during which such teacher has taught a common school in Lower Canada." The sum spent by the Government last year was £1600 among 190 teachers. The highest sum paid was about £20, and the smallest fell as low as £1, 3s. 4d.!

As to the amount of money spent yearly on education, it may be noted that the proportions are about the following:—By the State, £47,700; by the localities, £139,000; by the parents,

£38,500. The following details will show the way in which the total sum has been divided in Quebec :—

	1880-81.	1884-85.
	£	£
Superior education,	15,700	15,700
Common schools	31,000	32,000
Aid to the poor municipalities	800	1,200
Normal schools	8,700	8,400
Institutes for deaf mutes and the blind	2,400	2,640
Prize-books	900	900
Teachers' pensions	1,600	1,600
School inspection	5,725	5,870
Council of Public Instruction	300	300
Revenue from marriage licences . . .	1,134	1,720
Educational journals	200	180
Montreal Polytechnic School	100	100
Total	68,559	70,610

HIGHER WORK IN MONTREAL.

In connection with the school work of the province of Quebec, it will be well to give some further account of the manner in which the Protestant Board of Commissioners attempt to carry on the instruction beyond the course of the common school system in Montreal. To meet the requirements of those who were willing to continue the attendance of their children beyond that particular stage, the Commissioners opened in a central locality the so-called senior school. Into this school are drafted, year by year, all scholars who, having successfully completed the common school course, desire to continue their education. Its course of study is consequently advanced, and covers two years, comprising mathematics, science, literature, and commercial branches, and differing from that of the high school chiefly in the exclusion of the classics. The following is the curriculum of the upper class, with the time devoted to each subject :—

SUBJECT.	Hours per week.	SUBJECT.	Hours per week.
Reading	1	Arithmetic	2½
Spelling	1	Mensuration	1½
Grammar	3½	Algebra to Quadratics	1½
Composition	1	Geometry, Euclid II., III.	1½
English Literature	1	French	2
Geography	1	General Exercises	1
History	2	Botany	2
Writing	3	Singing	1
Book-keeping	1	Mechanical Drawing	2

NOTE.—Home work not to exceed two hours daily.

In the hope of further encouraging the sons and daughters of the poorer classes to avail themselves of the benefits of a higher

education, the Board instituted "Commissioners' scholarships." By this scheme the Commissioners, once a year, promote into the high schools from highest classes of the common schools the most advanced of the boys and girls, and permit them to complete their education free of charge. Admission on these scholarships is by examination; but as the number of scholarships is not limited, the examination is not competitive. All who attain the requisite number of marks may win for themselves the privilege. The Board has also made such arrangements with the authorities of McGill University, as that the scholars, if they so desire, may, in due time, go up to the university, also free of charge. Thus, in the city of Montreal, there is no Protestant boy or girl of promise, no matter how humble in life, or however straitened in their circumstances the parents may be, who may not obtain free, and yet with honour, an education equal in all respects, because gained at the same institutions, to that which is given to the sons and daughters of the wealthy. The high schools for girls and boys provide a complete education in all branches, elementary and advanced. In this respect they differ from most schools of the same name both in Canada and the United States. The high school for girls is divided into four departments, viz.:—(1) A preparatory department extending through two years; (2) A junior department extending through three years; (3) A senior department extending through three years; (4) Advanced classes providing for two years' work. All subjects of study belonging to the preparatory and junior departments are imperative, with the exception of Latin and instrumental music. Subjects of study in the senior department are divided into ordinary, honour, and optional. Every pupil must follow the ordinary course, and take in addition at least two honour courses in each year, one of which shall be a language and one some other branch of study. Optional subjects, as their name implies, may be taken or declined. Provision for advanced classes leading up to the higher examinations for women in the McGill University is made with special reference to the wishes of the pupils entering and to the subjects announced in the college calendar.

The course of instruction in the high school for boys includes the Latin, Greek, English, French, and German languages, geography and history, arithmetic, algebra, plane and solid geometry, mensuration, plane trigonometry, with the use of logarithms, and the elements of chemistry and botany, writing and accounts, drilling and gymnastics. Excepting Greek, which is optional, all pupils of the school are required to pursue the same course until their promotion to the fifth form. In the fifth and sixth, there is a divergence in respect to classics and mathematics, a choice being offered of taking either a classical or science course, on the understanding that pupils must follow all the subjects set down in the curriculum of the section in which they are enrolled, with a view to entrance upon either the course in arts or that in science of the university. The complete course in the boys' high

school covers eight years, including the preliminary training in the preparatory high school. The work of this department, covering four years, is carried on in a detached schoolhouse, separation of young boys from their elders being considered desirable.

FEES IN MONTREAL.

Fees were originally a perquisite of the teacher. Previously to 1869, teachers' emoluments were grossly inadequate and even precarious. In that year it was resolved to adopt a more liberal scale of salaries and school fees became part of the ordinary revenue of the Board. In respect of fees, the Board has always been of opinion that education, for which a small or moderate charge is made, is more appreciated by the community, than that which is entirely free. In order to enforce this principle, but at the same time to place education within the reach of all, fees in the common schools were fixed at the nominal sum of 10d. per month for the first child, and 5d. per month for each additional child from the same family. The Board would have been glad to have maintained this scale, and regret that the inadequacy of their income to meet expenditure has twice compelled them to raise it :—First, in 1880, when the fee in the whole-day classes was fixed at 1s. 8d. for the first pupil, and at 2s. 11d. for two or more from the same family ; second, in 1882, when it was resolved to raise the charge to 2s. 1d. per month per pupil, except that all children from the same family after the second should be admitted free. In both cases the fee in half-day (preparatory) classes was fixed at half the full fee. In the same way, and for the same reasons the fee of the senior school, originally fixed at 4s. per month, was increased to 8s. in 1882. In thus increasing capitation fees, the Board took precautions that the cost of elementary education should not be too severe a tax upon the resources of a family, by admitting all after the second child free. It further determined that inability to pay even this moderate sum should not be the means of excluding children from school privileges. Accordingly, applications for free admission to school on the plea of poverty, when recommended by reliable persons, are never refused. Thus the increase of common school fees, while it has tangibly augmented the revenue of the Board, has resulted also, for one or other of the above-mentioned reasons, in the free education of above one-sixth of the pupils in attendance. With regard to the high schools, the principle to which the Board has steadfastly adhered is this :—That every Protestant child in the city has an equitable and legal claim to an expenditure on his education of an equal share of the amount provided by taxation for the maintenance of schools. Schools should be provided where, if fees be demanded at all, they should be so moderate as that none should be excluded by poverty.

In the High School of Montreal, the Preparatory High School,

and the High School for Girls, fees are paid quarterly and vary in the different grades.

In First Preparatory Classes the fee is £1 per term.			
In Second " " " " £1, 5s. "			
In the First Form and	First Junior Class	the fee is	£1, 10s. per term.
" Second "	Second "	"	£2 "
" Third "	Third "	"	£2, 6s. "
" Fourth "	First Senior Class	"	£2, 10s. "
" Fifth "	Second "	"	£2, 15s. "
" Sixth "	Third "	"	£3 "

When four or more children belonging to one family attend any of the above departments of the High School, three only are charged any fee.

All fees are payable in advance, monthly fees on the first school day of each month; quarterly fees on the first day of each term, viz., 1st September, 16th November, 1st February, 16th April. Any teacher permitting a child to remain in school more than five days without payment of the monthly fee, or eight days without payment of the quarterly fee, becomes responsible to the Board for it. This plan is certainly effective in the way of preventing arrears, and the difficulty of retaining or sending home the child for unpaid fees, which now troubles the bosom of the School Board for London, has been resolutely foreseen and averted by the men of Montreal.

ROMAN CATHOLIC EDUCATION.

The Roman Catholics, as we have already indicated in connection with their Commercial Schools, are organised for educational purposes. The importance of the Catholic element in the whole population is shown from the fact that in the present year it is reckoned to be 76 per cent. of the total. The Board of Catholic School Commissioners of the city of Montreal is a body corporate. It has a right, therefore, to possess property for educational purposes; and to use it according to the intentions of the donors; but it cannot dispossess itself of any part of its property, without the express permission of the Superintendent of Education. The Montreal School Commissioners may possess property to an unlimited amount. The board is composed of six commissioners, three of whom are named by the Government; and three by the corporation of the city. Two commissioners retire every year, and two others are named to take their places, one by the government, and one by the corporation. No commissioner can be renamed (such) during the four years immediately following the expiration of his term of office, without his own consent. No person legally named a commissioner can refuse to act as such, under pain of a fine, of from five to ten dollars, for each refusal. Clergymen of any religious denomination ministering in the scholastic municipality, and any other persons residing therein are eligible as commissioners. No person can be a school commissioner and teacher in the same municipality.

NUMBER OF PUPILS IN CATHOLIC SCHOOLS.

ANNUAL AVERAGES.		Girls.	Boys.	Total.
Number of pupils.	Registered,	4560	4987	9547
	Monthly attendants,	3589	4062	7651
	Daily attendants,	3218	3656	6874
	Absentees,	371	406	777
Per cent. which the number	Of monthly attendants is of the number registered,	7871	8145	8014
	Of daily attendants is of the number of monthly attendants, . .	8966	9000	8984
	Of absentees is of the number of daily attendants,	1034	1000	1016

Among the Catholic primary schools of Montreal there are thirty controlled by the Board of Commissioners, viz:—

12 schools for boys,
8 " girls,
10 mixed schools.

Six of these schools are directed by principals, and provided with a staff of teachers; 4 are managed by the Christian Brothers; 9 by nuns of different congregations, and 11 by other lady teachers, each having one or more assistants. The teaching staff of these 30 schools numbers 193.

Besides the schools controlled by the Catholic Commissioners of Montreal, there is a number of independent institutions, some for elementary and some for superior education. The most important of these are under the direction of the religious congregations.

PUPILS' FEES.

Number of pupils admitted free,	1512 equal to	1976
„ pay pupils,	6139 „	8024
Total,	7651	10,000
Average annual receipts from pupils' fees,	£465	0 0
Annual average for each pay pupil,	0	15 9
Annual average for each pay pupil (counting all the pupils),	0	12 8
Average number of male teachers employed,	81	
„ female „ 	99	
Total of averages,	180	
Total death rate among the pupils during 10 years,	193	

RULES TO PREVENT THE SPREAD OF DISEASES IN THE SCHOOLS.

The Montreal Board of Catholic School Commissioners has, with respect to the schools under its control, resolved:—1. To enforce rigidly the regulations of the central board of health. 2. Not to admit any child who has not been vaccinated. 3. Not to admit any pupil coming from a house in which measles, scarlet fever, small-pox, diphtheria, or any other contagious disease is to be found. To admit a pupil coming from a house such as is mentioned in No. 3, only when he shall have proved by a doctor's certificate that the danger no longer exists, and that the dwelling has been disinfected. 4. That the head of each school shall send to the city board of health the name and address of every pupil prevented from attending school, because of the prevalence of contagious disease in the house in which he lives, whether the pupil himself or others be the victims.

THE SCHOOL-TAX.

The ratepayers of the city of Montreal pay for the maintenance of their schools a tax of two mills on the dollar on the total value of the real estate. This tax, known as the "City School-Tax," is payable by owners of real estate. A tenant is not obliged to reimburse the proprietor for any part thereof, unless there be a special clause to this effect in the lease. The value of the property in each ward is estimated by two assessors, one a Catholic, the other a Protestant. In determining the amount to be paid by each ratepayer, four lists or panels are used:—On panel number one is inscribed the value of all real estate belonging exclusively to Catholics. On panel number two is inscribed the value of all real estate belonging exclusively to Protestants. On panel number three is written the value of the real estate belonging to corporations or incorporated companies; to persons who are neither Catholic nor Protestant, or whose religion is unknown; partly to Protestants and partly to Catholics; to persons who have declared in writing the desire that the value of their property should be entered on this panel; to commercial houses which have not declared, by their agent or one of their members, that they desire their property placed on panel number one, or on number two. Panel number four is a list of the property exempt from taxation. Hebrews can have the value of their property carried to panel number one or to number two by making a written request to this effect. As soon as the panels are made out, they are placed in the City Treasurer's office, and notice thereof is given in at least two French and two English city newspapers. During thirty days the panels are open to the public for inspection and correction, if necessary. The rates collected from property entered on panel number one are handed to the Catholic School Commissioners; and, from that on panel number two are handed to the Protestant School Commissioners.

The amount of the rates collected from property entered on panel three is divided between the two Boards of Commissioners in proportion to the Catholic and Protestant populations of the city.

SPECIMENS OF WORK.

The specimens of school work which have been on show at South Kensington afford a clear idea of the quality of the work. The catalogue includes no less than 164 collections, which occupy forty-three pages to particularise. They furnish details regarding (1) the Department of Public Instruction, including the reports, the authorised text-books, and the journals which have been subsidised by the Government; (2) photographs and books connected with the universities; (3) similar details of six classical colleges; (4) photographs, books, and specimens of pupils' work in the normal schools; (5) many hundred examples of the writing books, exercise books, examination papers, maps, drawing, and needlework of more than seventy of the various kinds of schools in the province; (6) similar specimens from more than sixty schools in Montreal, etc. The Educational Commission has submitted the following statement regarding the work, which it is alleged is not an adequate representation of the state of education in the province of Quebec:—"The short time which our superior educational institutions and our elementary schools had to prepare for the great educational display has prevented many institutions from taking part. Several of our scholastic institutions, which could have prepared excellent exhibits, finding themselves unprepared, and fearing that they might compromise their well-deserved reputation by a hurriedly prepared exhibit, have abstained from taking any part in the present display. Such as it is, our exhibit represents the regular work carried on in our elementary schools and in our institutions of superior education; and we venture to hope that, under the circumstances, these illustrations of the results of our educational system may meet with the approval of the specialists appointed to examine them." To this we may ourselves add that in every way, so far as we have examined the collection, it is a creditable specimen of child work in school. Its excellence lies in its variety, and in the fact, which must be evident to the educational expert, that the work is the genuine outcome of the ordinary efforts of the pupils.

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PART IV.—NEW BRUNSWICK.

New Brunswick is proud of its school system, and can bring into the light of day not a few testimonials in its favour. It has been described by the *New England Journal of Education* as "theoretically the best in America." Mr. Eldon Mullen, the principal of its Normal College, is enthusiastic in its praises, having gained his experience as teacher and inspector, besides the position of honour which he now occupies. The progress of its school system cannot be otherwise than interesting, therefore, as the record of an earnest effort to succeed.

Very early in the history of the province, it was felt by the Government and Legislature that the education of the people was one of the duties of the State. In 1802, within a few months after its separation from Nova Scotia, the province of New Brunswick resolved to make a beginning. The sum of £420 (or ten pounds to each parish) was set apart for the purpose of encouraging and assisting in the establishment of schools in the different parishes of the respective counties. From this small beginning there has been developed, by slow degrees, the present public school system of New Brunswick, claimed by its own official spokesman as one of the most perfect, in its principles at least, to be found in any state or country. It was to be expected that, as the population and the material wealth and resources of the province increased, greater attention would be given to popular education; but the advancement made in respect to the latter has far outstripped the growth of the former.

The yearly expenditure from the Provincial Treasury for the public school service has grown from small things to great. In place of providing simply for instruction "in the English language and writing and arithmetic," as did the Act of 1805, the present school law and regulations require the schools to furnish instruction in all the varied branches of an ordinary education according to modern notions—to be imparted after the most approved methods, and to be placed equally within the reach of the poorest and the richest in the land. Out of a total revenue of £120,000, indeed this enterprising province lays out nearly £33,000 yearly on its schools, a proportion which puts our own expenditure not a little in the shade.

The whole system is under the direction of a Board of Education, composed of the lieutenant-governor, the members of the

Executive Council, nine in number, the president of the university of New Brunswick, and the chief superintendent of education. Among the powers and duties of the Board are the following :—

(1) To make regulations for the organisation, government, and discipline of schools, for the arrangement and order of school premises, and for the classification of schools and teachers, to appoint examiners of teachers, and to grant and cancel licences ; (2) To prescribe text-books for schools, plans for the construction of schoolhouses, and the course of instruction and study ; (3) To appoint an inspector for each district ; (4) To divide the province into school districts, and to regulate their boundaries ; (5) To maintain an efficient normal school. The duties of the chief superintendent are somewhat similar to those in other provinces of the Dominion, but his salary is only £320, with £80 for travelling expenses, £240 for an assistant, and £140 for a clerk.

FREE AND UNSECTARIAN.

Not only are the public schools free, but the law requires them to be unsectarian. There is no provision for separate schools for any religious denomination. Thus a very large portion of the children and youth are registered as pupils in the public schools, as will appear from the fact that, in the summer term of 1882—one year after the decennial census—the proportion of the population of the province so registered was 1 in 6·09. This feature of management is regulated by statute—"All schools conducted under the provisions of this Act shall be unsectarian." Previous to the passage of that Act, the non-sectarian character of the public schools, although generally recognised, was nowhere distinctly stated. The "Parish Schools Act" (1858) directed the use of the Bible in parish schools, the Douay version to be read by Roman Catholic children, if required by their parents or guardians. One of the regulations in force at the present time empowers but does not require the teachers to open and close the daily exercises of the school by reading a portion of Scripture and by offering the Lord's Prayer, or any other prayer, if permitted by the trustees ; but the attendance of all pupils during these exercises is not compulsory.

COURSE OF INSTRUCTION.

The course of instruction is arranged in three sections,—the first for the primary departments, the second for the advanced section, and the third for the higher or grammar schools. In the first section there are four standards, which cover the infant and preparatory course, and rise to about the same level as the second or third standard in this country. In the second section there are also four stages, which carry on the work to the level of our sixth or seventh standards. In the third section the pupil has the opportunity of

gaining enough knowledge to pass the matriculation examination in the local university. The subjects of instruction include all the ordinary branches, with the mineral kingdom, plant life, animal life, and hygiene—to be taken in progressive courses suitable to the age of the pupils. For schools in villages the course of instruction is modified to suit the altered circumstances of the teaching staff; while in the ungraded schools of the rural districts there is still further consideration for the difficulties of the case. The country teacher is not confronted with an educational bill of fare which must be mastered with as much precision as by the town teacher, who is blessed with a large staff, and numbers which permit complete organisation. The whole of the work is arranged on a reasonable basis, and while teachers are encouraged to carry on their pupils to the higher fields of knowledge, they are not made miserable in the midst of their daily duties by regulations on the lines of our own exacting Code.

During the winter term of 1885 the number of pupils who received instruction in the different subjects of the course was as follows:—

Oral Lessons on Health—including Temperance Lessons, -	39,382
Physical Exercises, - - - - -	37,479
Oral Lessons on Morals, - - - - -	41,099
Sewing (optional), - - - - -	2,390
Knitting (optional), - - - - -	1,413
Reading, Spelling, and Recitation, including the Eight Standards, - - - - -	60,646
Composition - - - - -	53,111
Grammar and Analysis, including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course - - - - -	23,337
History, - - - - -	19,249
Form, embracing only Standards I. and II., - - - - -	22,421
Industrial Drawing, embracing the Standards from III. to VIII., inclusive, - - - - -	28,324
Print-script, embracing the first four Standards, - - - - -	45,774
Writing, from Standards III. to VIII. inclusive, - - - - -	33,786
Singing, first three Standards by Rote, - - - - -	20,886
From Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, - - - - -	9,809
By Note, - - - - -	357
Number and Arithmetic (Number is confined to the first three Standards of the Graded Course, and to the first two of the Ungraded Course), - - - - -	59,917
Book-keeping (optional), - - - - -	2,297
Geometry, - - - - -	2,590
Mensuration, - - - - -	914
Algebra, - - - - -	2,799
Geography, - - - - -	49,790
Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life, and Animal Life, - - - - -	46,945
Colour, - - - - -	27,272
Familiar Objects, - - - - -	31,081
Physics, Standards V. to VIII. inclusive, - - - - -	6,251
Physiology, - - - - -	886
Latin (optional), - - - - -	644
French (optional), - - - - -	673

TEACHERS AND PUPILS.

The schools at work in 1885 were 1508 in number, and the teachers engaged were as follows :—

	Males.	Females.	Total.
1st class, - - -	130	132	262
2nd „ - - -	168	518	686
3rd „ - - -	150	464	614
	448	414	1,562

The following table will serve to exhibit the progress and present status of the public schools in regard to number of pupils enrolled, the average number in daily attendance, and the percentage of the enrolled pupils included in the average attendance at the schools. The figures presented in the following table are those which belong to the summer term of every tenth year. Since the years are those immediately following the decennial census, the comparison between the school enrolment and the entire population is as nearly fair and correct as possible.

Year.	Population of New Brunswick by last census.	Number of pupils enrolled.	Average daily attendance.	Percentage of enrolled pupils daily present on an average.
1852	193,800	18,591	Not reported.	....
1862	252,047	28,229	14,855	52.62
1872	285,594	39,837	20,077	50.32
1882	321,233	52,657	29,077	56.25
1884	333,182	57,087	31,215	54.69

While the population increased to the extent of 65.7 per cent. in thirty years, the registered school attendance increased 183.7 per cent. in the same period. According to the latest return, the proportion of the whole population at school is 1 in 5.84.

SALARIES OF TEACHERS.

The salaries of teachers are provided for from three sources—viz., the Provincial Treasury, the County School Fund, and District Assessment. All other expenses of the schools are met by means of district or local assessment. (a) *Provincial Allowance.*—Legally qualified teachers, employed in schools supported and conducted in conformity with the law, receive from the Provincial Treasury an annual sum dependent upon their class of license and the time they have been so employed within the school year. These allowances range from £27 down to £12, 10s. for regular teachers employed the full number of teaching days. Class-room assistants, under certain conditions, receive one-half as much as regular teachers. The amounts are paid direct to the teacher by draft from the chief superintendent. (b) *County Assessment.*—At the same time that other county and parish rates are assessed and levied each year, there is assessed and levied a sum sufficient to

yield an amount equal to 1s. 3d. for every inhabitant of the county according to the last preceding census, together with an amount not exceeding 10 per cent. to cover expenses and probable loss. This assessment is apportioned amongst the several parishes, towns, and cities in the county according to the relative taxable value of the property and income therein. There is allowed to the trustees of each district the sum of £3 per half-year for each regular teacher employed by them, and the balance of the fund is apportioned to the trustees according to the average attendance of pupils at the school, as compared with the whole average number of pupils attending the schools of the county, and the length of time the school has been in operation within the half-year. (c) *District Assessment*.—On a fixed day in each year, the ratepayers of every district hold a "school meeting," at which the election of trustees takes place (one of the three going out of office yearly in rotation, but eligible for re-election), and the sum to be assessed upon the district for school purposes is determined. The sum to be levied is made up of a poll-tax of one dollar upon every male inhabitant between the ages of twenty-one and sixty, clergymen excepted. In addition to the moneys raised and provided in this manner, special aid may be granted to poor districts, upon the recommendation of the Inspector, to the extent of one-third more from the Provincial Treasury, according to the teachers' class of licence, and one-third more from the County Fund.

In 1833 the male teachers received only £16 a year, and the female half that amount; but the trustees were required to see that the district provided an amount equal to the grant, or furnished good board and lodging, with such washing as might be needed under the rather contracted income. Every decade has witnessed an improvement, and, according to the last returns, the amounts paid on the average from all sources for the winter term were as follows:—

	Males.	Females.
I. Grade,	£102	£67
II. "	£63	£46
III. "	£45	£37

From 1879 to 1884 the "ranking system," so called, or payment by results, was in operation. If schools were adjudged by the Inspector to be deserving of first rank the teachers received £8 more; teachers whose schools were ranked second were paid £5 more; and teachers whose schools were ranked third were paid £2 more. Happily, however, these pittance are now merged into the regular payments, and the rank absurdity has been abolished in New Brunswick.

SUPERIOR SCHOOLS.

In addition to the common schools there are superior schools and grammar schools, which receive special grants from the Provincial Treasury as follows:—An Act passed in 1884 provides for

the establishment of superior schools in each county, one for every 6000 inhabitants (the last 5000 to be counted as 6000), but not more than one in any parish as a rule; and also for one county grammar school in each county. The teacher of a superior school, who must hold a licence of the first-class or grammar school class, receives a yearly grant of £50, provided the district pays him not less than the same amount or ratably according to the time employed. The teacher of a county grammar school is entitled to a yearly allowance of £70, subject to certain conditions. All these schools participate in the county fund. Superior schools are free to all pupils residing within the parish where they are established, and county grammar schools are free to all pupils who are residents of the county.

TRAINING OF TEACHERS.

The work of training teachers is carried on at the Provincial Normal School. The work of the school is performed at the present time by a staff of six instructors—viz., the principal, who takes the subjects of principles and practice of teaching, school management and language, with a salary of £240; an instructor in mathematics, natural science, and industrial drawing (£220); an instructor in reading, vocal training, domestic economy, and hygiene; an instructor in arithmetic, history, geography, and book-keeping (£90); an instructor in vocal music (£40); and the instructor of the French department, who takes nearly all the subjects except the professional work (£160). The four model departments, covering the first eight standards or grades of school work, are freely used for purposes of illustration and practice, and the teachers of these departments render assistance when required in supervising the practice of the student-teachers. An allowance of 8s. a week (for not more than 12 weeks) was formerly made to each student-teacher toward the expense of boarding while in attendance at the training school. No dormitories or boarding arrangements have ever been connected with the institution. The allowance to student-teachers was changed to the payment of the cost of travelling expenses to Fredericton and home again, at the rate of 2½d. a mile each way. Latterly the travelling allowance was reduced to 1½d. a mile each way. According to Mr. Mullen's latest report, the students were 379 in number, and their religious denomination was as follows:—Baptist, 63; Church of England, 51; Congregational, 2; Free Christian Baptist, 43; Methodist, 78; Presbyterian, 66; Roman Catholic, 72; other denominations, 4.

SCHOOL INSPECTION.

The inspection of schools in New Brunswick has varied greatly with the passing years. In 1852, the Legislature authorised the Board of Education to appoint fourteen inspectors, one for each county to visit the schools four times in the year, and to receive

in payment 6s. per visit, with the proviso that if the number of schools in any county were not sufficient to give the inspector £40 a year on this basis, he should in any case receive at least that amount. The schools at that time were not very numerous. Since then, the number of inspectors has varied more than once, and the nature and extent of their duties have been repeatedly modified. From 1858 till 1872 there were four inspectors, with a salary of £200 a year, including travelling expenses. Under the new system of 1872, an inspector for each county was again appointed; but when the "ranking system," already referred to, was introduced in 1879, the province was once more divided into inspectoral districts, eight in number, with as many inspectors, at a salary of £240 each—including travelling expenses. A further change was made in 1884, when the number of inspectors and districts was reduced to six. Inspectors must have the highest grade of teacher's certificate, and have taught for at least three years in the public schools, as a condition of their appointment. They examine the schools twice a year, and are required to furnish the managers as well as the teachers with particulars regarding their duties. Their powers are comprehensive and adequate, but they are not mere percentage calculators; and it is their business to co-operate with the teachers in a friendly spirit for the welfare of the schools.

All text-books are prescribed and authorised by the Board of Education, and no others are to be used, unless for the teacher's private study and improvement in the branches he has to teach. Although the schools are free, the parents must pay the cost of the necessary text-books. "If any parent, master, or guardian, after notice from the trustees that a child under the care of such person is unprovided with the necessary prescribed school books, shall refuse or neglect to furnish such child with the books required, the trustees shall, subject to the power to exempt indigent persons, furnish them at the expense of the district, and the cost thereof may be collected from the parents, master, or guardian by warrant of the trustees, as in the case of assessed rates."

The schools must be planned to the satisfaction of the central authority, and must provide a cubic space of 150 feet for each scholar, while the height of the rooms must be from 12 to 16 feet. The benches are not to seat more than two pupils, but single desks are preferred; and specimens of those which are in use were to be seen in the Canadian Court. The site for each school must not be less than half an acre, but in country districts, where the land is comparatively cheap, it frequently extends to more than an acre. The school year is divided into a summer and a winter term, the holidays being ten days at Christmas and four weeks in July.

TEACHERS' INSTITUTES.

As in other parts of the Dominion, no small amount of interest is shown in the work of what are known as teachers' institutes.

In 1867 the chief superintendent, under authority of the Board of Education, set on foot a well-organised system of associations for the several counties, and the Educational Institute for the province. These continue to hold yearly meetings, and have been the means of much benefit to the teachers who have participated in them. The Educational Institute is organically related to the school service by having for *ex-officio* members the chief superintendent and the president of the Universities, both members of the Board of Education. The school inspectors also are *ex-officio* members both of the provincial and county institutes. At the last annual meeting, the chief superintendent presiding, 192 members were enrolled. The members' fees amounted to about £13, and there were collections, etc., to the extent of £6.

The amount received from members at this meeting was sufficient to pay off the deficit, meet all expenses, and leave a considerable balance for the coming year. Five sessions were held, at each of which one or more papers or reports were read and discussed. The subjects of the papers were as follows:—"The Function of the Public School," by the Chief Superintendent of Education; "How can young men be induced to adopt teaching as a profession?" by the Principal of the Normal School; "How may local effort in support of schools in country districts be best stimulated?" by one of the Inspectors of Schools; "Moral Training in the Public Schools;" "Examinations in their relation to educational work." There were reports from committees on the following subjects, viz.:—On proposed amendments to the constitution of the Institute; on a course of instruction for grammar schools; on a course of instruction for superior schools; on the reduction of the provincial allowance to teachers; and on the retention of young men in the profession.

All this is in the right direction, and keeps the Government in close connection with the teachers. It aims at the best attainable results in the school work, with a ready means of intercommunication between the school-room and the officials at headquarters. It is with satisfaction, therefore, that we find the chief superintendent enlarging on this particular point in his latest report:—"Is not the teaching the vital part of the system? Does not the real value of the whole depend upon what is done in the schools; the Board of Education, the inspectors, the trustees, the teachers, the normal school, the examiners, the school-houses, the text-books, the procuring and disbursing of money for school purposes,—all these are but the machinery and appliances for performing the work. After all, the question is: Is the work done well?" That it is done well the same report conveys the idea in a single sentence:—"From small beginnings and slow but steady growth we have developed a school system which to-day, notwithstanding its imperfections, is training the minds and moulding the character of 70,000 children, and is justly the boast of a happy, a free, and a loyal people."

SCHOOL ACCOMMODATION.

Care has been taken that a sufficient number of schools shall be provided for the wants of every district, as will be seen from the following provision of the "School Law of New Brunswick."

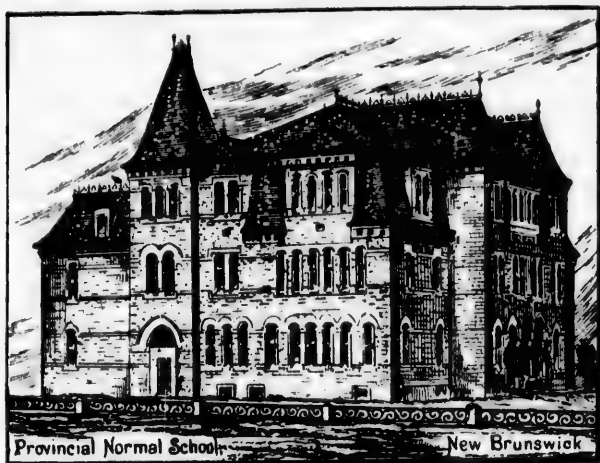
The school accommodation to be provided by the district shall, as far as possible, be in accordance with the following arrangements :—

For a district having fifty pupils or under, a house with comfortable sittings, with one teacher. For a district having from fifty to eighty pupils, a house with comfortable sittings and a good class-room, with one teacher and an assistant. For a district having from eighty to one hundred pupils, a house with comfortable sittings and two good class-rooms, with one teacher and two assistants ; or a house having two apartments, one for a primary and one for an advanced department, with two teachers ; or, if one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher in each, one being devoted to the younger children, and the other to the more advanced. For a district having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, one for a primary and one for an advanced department, and a good class-room accessible to both, with two teachers, and if necessary, an assistant ; or if the district be long and narrow, three houses may be provided, two for primary department and one for an advanced department, the former being located towards the extremes of the district, and the latter at or near the centre. For a district having from one hundred and fifty to two hundred pupils, a house with three apartments, one for a primary apartment, one for an advanced, and one for a high school, and at least one good class-room common to the two latter, with three teachers, and if necessary, an assistant ; or if necessary, schools may be provided for the different departments in different parts of the district. And generally, for any district having two hundred pupils and upwards, a house or houses with sufficient accommodation for different grades of primary and advanced schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in the primary, advanced, and high school departments shall be respectively about eight, three, and one.

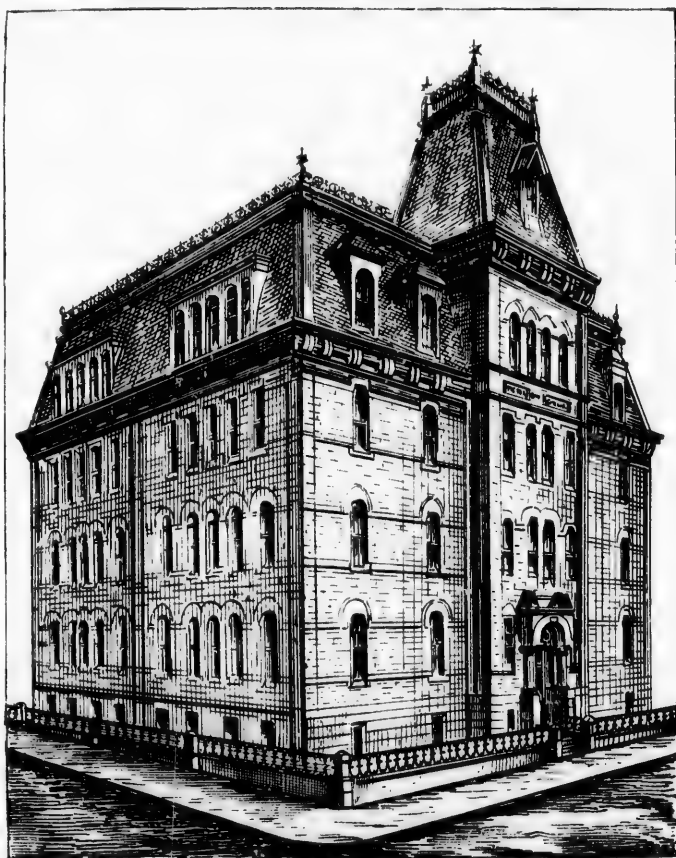
COST OF THE SYSTEM.

The following is a summary of the provincial grants for the school service for the year ended 31st December, 1885 :—

Schools—				
Common,	-	-	-	£16,768
Superior,	-	-	-	1,406
Grammar,	-	-	-	588
				£18,762
Normal School Salaries,	-	-	-	924
Travelling allowance to Student-Teachers, paid in 1885	-	-	-	161
Salary of Six Inspectors,	-	-	-	1,440
Examination of Candidates for Teachers' Licence, including Examiners and Deputies	-	-	-	74
Travelling allowance—				
Chief Superintendent of Education for 1885,	-	-	-	80
School District Libraries	-	-	-	13
Salaries—				
Chief Superintendent,	-	-	-	£320
Assistant „	-	-	-	240
Clerk „	-	-	-	140
				700



PROVINCIAL NORMAL SCHOOL, NEW BRUNSWICK.



VICTORIA SCHOOL, ST. JOHN, NEW BRUNSWICK.

PART V.—NOVA SCOTIA.

The act relating to Public Instruction in Nova Scotia contains minute provisions regarding school administration, while, to simplify its interpretation, the authorities have issued a number of comments and regulations. It details the constitution of the Council of Public Instruction and the duties with which they are entrusted. It describes the work of the superintendent—an officer with a salary of £400 a year and £100 for travelling expenses and contingencies of office. It enumerates the functions of the Commissioners of Schools (a kind of County Board), and of the trustees, who correspond to the local managers. They are ordered to make payments to the teachers according to the professional qualifications of the latter, ranging from £24 to £9. The trustees are chosen at the yearly meeting of the ratepayers. At this meeting also, the ratepayers, by a majority of those present, decide what amount shall be raised by the section to supplement the sums provided for public schools by the province and county, and also decide whether any and what sum shall be raised for the purchase or building of school houses, for the purchase or improvement of school grounds, or for general school purposes.

If any person offering to vote at an annual or other school meeting be challenged as not qualified, the chairman must require the person so offering to make a declaration to the effect that he has duly paid the school rates. Every person making such declaration is permitted to vote on all questions proposed at such meeting; but in case of refusal to make such declaration his vote is rejected. Any person who wilfully makes a false declaration of his right to vote shall be punishable by fine or imprisonment, at the discretion of the court; or by a penalty of not less than one nor more than two pounds, to be recovered by the trustees of the section for its use as a private debt.

DUTIES OF TEACHERS.

The Act of Nova Scotia gives ample details as to the duties of the teacher, and the following extract will show the manner in which the eye of the law is upon him :—

1. Not to attempt to establish a school in any section without first making an agreement with the trustees.
2. To teach diligently and faithfully all the branches required to be taught in the school, and to maintain proper order and discipline therein.
3. To call the roll morning and afternoon, and otherwise keep an accurate register in the manner prescribed by the Council of Public Instruction, on pain of liability to forfeiture of the public grants; the register to be at

all times open to the inspection of the trustees, visitors, examiners, commissioners, inspectors, and superintendent.

4. To render, when necessary, the trustees all possible assistance in classifying the pupils of the section according to their attainments; and when requested by the trustees, to institute quarterly examinations for the purpose of transferring any pupils who may be prepared to another department.

5. To inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard to truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues.

6. To give assiduous attention to the cleanliness, health, and comfort of the pupils, and to report to the trustees the appearance of any infectious or contagious disease in the school.

7. To have a special care as to the use of school books and apparatus, the neatness and order of the desks, and the cleanliness and ventilation of the school-room.

8. To reimburse the trustees for any destruction of school property by the pupils which is clearly chargeable to gross neglect or failure to enforce proper discipline on the part of the teacher.

9. To have during, or at the end of each half-year, a public examination of the school, of which notice shall be given to the parents and trustees, and to school visitors resident in the section.

10. To give notice through the pupils of school meetings advertised by the inspector or trustees.

11. To furnish the trustees, examiners, commissioners, inspector, and superintendent, any information that may be in his power respecting anything connected with the school, or affecting its interest or character.

12. To certify the correctness of the half-yearly return under oath, as in the prescribed schedule. Any teacher signing a false certificate shall have his or her licence cancelled or suspended as the Council of Public Instruction may decide.

QUALIFICATIONS OF TEACHERS.

All contracts and agreements between trustees and teachers must be in writing. The rate of pay to be received by the teachers from the trustees must be a fixed and definite sum or stipend, and must be distinctly named in the agreement. The amount which the trustees may become entitled to receive from the fund raised by county assessment being necessarily uncertain and unknown at the date of such an agreement, it is not lawful for the teacher to agree to receive such unknown and uncertain sum as a portion, or the whole, of his or her remuneration from the trustees. The grant payable to the teacher from the provincial treasury must be independent of, and in addition to, the sum or rate specified in the agreement with the trustees. The law makes provision for the employment of assistant teachers. These, of course, will not expect so much remuneration as teachers upon whom is devolved the management of schools in departments. Trustees are empowered to employ any qualified person as an assistant, but those only who hold licences received after due examination on the prescribed syllabus, and who teach at least four hours daily, in a class-room separate from the teacher's school-room, can receive provincial aid from the superintendent. It may frequently occur that some advanced pupil in the section would render valuable aid in the capacity of an assistant during a portion of the day,

and trustees are empowered by law to employ such if they desire, even though he or she may not have a licence. Such assistant, however, cannot receive provincial aid.

Teachers are arranged in four grades—A, B, C, D, which correspond with the academic class, the first, second, and third class. There is one yearly examination about the middle of July.

The following classes of persons are admitted to examination free of expense: Class 1. Persons holding provincial licences. Class 2. Persons having obtained professional classification at normal school. Class 3. Persons who produce certificates satisfactory to the superintendent of education, of graduation at training or normal school outside of the province.

Other persons are admitted at the following rates:—For Grade A, £1; Grade B, 12s.; Grade C and D, each 8s. These candidates are known for the purpose of examination as Class 4.

In order to obtain a certificate of the highest grade, candidates are required to make a general average of fifty or upwards on the whole examination, with no mark in the English branches farther below 37.5 than such average is above fifty. In Latin the average marks must be fifty or upwards, and in Greek the average of marks must be 37.5 or upwards, which shall satisfy the requirements so far as the examination in classics is concerned.

The object of the Provincial Normal School is to train teachers for the public schools of Nova Scotia. The present arrangements provide for three classes of students, designated first-class, second-class, and third-class. The course of study appertaining to general scholarship for the different classes, embraces the various subjects specified in the syllabus of examination for provincial license of grades B, C, D, respectively. The professional work common to all the classes includes the study of method and school management, the model school practice; the course for the second class includes, in addition to the above, the outlines of psychology and the history of education.

The season extends from November till about the beginning of July. Applicants for admission must produce a satisfactory certificate of moral character and age dated within three months of the time of presentation, and they must sign a declaration of intention to teach a period of at least three years within the Province of Nova Scotia.

Students thus declaring their intention to teach within the province, receive free tuition, and at the end of the term are paid travelling expenses at the rate of 3d. per mile to and from the institution within the bounds of the province.

Applicants for admission not wishing to pledge themselves to teach within the province may be admitted on paying a tuition fee of £4 for the session. Each student selects his own private lodgings subject to the approval of the school authorities, who must assure themselves of the suitability of the apartments. In this way the arrangement in the new Scotland is like that of "the auld countrie" at home.

COURSE OF STUDY.

The course of study for the common schools has been sanctioned by the Council of Public Instruction as a guide to the proper adjustment and orderly sequence of studies and as a basis of classification. Its primary aim is to improve the education imparted to the youth of the province; not so much to make all schools alike by impressing on their operations a mechanical uniformity, as to make each school more effective by giving to its work a definite and continuous character. The course by no means interferes with the freedom of local authorities, in the sense either of prohibiting other lawful studies of which given pupils may be capable, or of imposing penalties for failure to observe all its details where circumstances may render this impracticable. According to the educational authorities of Nova Scotia, the course is designed:—1. To discourage and prevent over-pressure, especially as regards the premature and injudicious use of text-books in elementary classes, and the assignment of difficult home lessons to the pupils of such classes. Minor changes recently introduced are designed to aid in more fully accomplishing this desirable object. 2. To foster educative modes of instruction. The teacher has a recognised position accorded him, apart from and above that of a mere "hearer of lessons" learned and recited on the principle of a vicious and irrational verbalism. 3. To provide, in addition to thorough instruction, in the fundamental or instrumentary branches, a reasonable opportunity for becoming familiar with the literary, industrial, and scientific elements of education.

As compared with the whole number of pupils attending school, the following are the percentages registered as studying each of the subjects in the course:—

	Per Cent.	
	Winter Term.	Summer Term.
Reading	95	96
Spelling	95	94
General Geography	38	33
Writing	86	81
Arithmetic	89	86
Grammar	45	38
Canadian History	18	17
British History	17	14
Drawing	36	38
Elements of Natural Science	3	
Algebra	7	
Geometry	5	4
Latin	11	1
Greek	18	13

According to the latest returns, there were in operation 1942 schools in winter and 2065 in summer, with 81,472 pupils in the former class and 86,578 in the latter, the total number in attendance during any part of the year being 103,287. To carry on the schools, there were 1982 teachers in winter and 2127 in summer.

The proportion of the population at school was about one in four over the whole year, while the percentage of pupils present daily on an average for the full term was 54 per cent.

COUNTY ACADEMIES AND GRADED SCHOOLS.

The system of education in Nova Scotia is progressive from the infant school, through the various steps to the high schools and academies, and thence to the colleges and universities. Private schools are almost unknown, and are not required. So broad and thorough is the work of the public schools, that the boy or girl (and a number of lady graduates of the colleges are to be found in the province) can pass from the primary schools through the different grades to the high schools or academies, whence matriculation into the colleges is an easy step. The public schools of the province, through the academies, are the feeders of the universities (three in number, of which one holds a royal charter, the only university so privileged in America), and no "coaching" or private study is required by the fairly studious academic or high school pupil to gain admittance for taking a full collegiate course. The literary course at the free public academies and high schools is changed frequently, so as to suit the demands that may be required for matriculating into the colleges. The academic course at the present time is as follows:—

FIRST YEAR.

1. *English Language*.—(a) 6th Reader, Part I., with sketches of the authors of passages read and recitation of choice selections.

(b) Dictation Exercises, with special reference to words liable to be misspelled. Use of prescribed Speller. Word analysis, with study of cognate derivatives.

(c) *Grammar*.—Prescribed text-book completed except notes and appendix.

(d) *Composition*.—Prescribed introductory text. Monthly essays or abstracts, with special attention paid to penmanship, punctuation, capitals, paragraphing, etc.

2. *Geography*.—Europe and North America. Map Drawing.

3. *History*.—Prescribed text in British History completed and reviewed. History of British America reviewed.

4. *Arithmetic*.—Hamblin Smith, except Sections 14, 22, 29, 32 and 33; examination papers to be omitted.

5. *Geometry*.—First Book, with easy exercises.

6. *Algebra*.—Toddhunter through Fractions.

7. *Industrial Drawing*.—Nos. 5 and 6 Text-books of Art Education.

8. { *Physics*.—(Winter Term.)—Prescribed Primer, with additional oral lessons and experiments based on Gage's "Elements of Physics." (Ginn, Heath & Co., Boston.)

8. { *Botany*.—(Summer Term)—The elements of structural Botany, as in Gray's "How Plants Grow," taught orally, with systematic study of local Flora. (A minimum list of fifty common plants, for analysis and classification, is published in the Journal of Education.)

*9. *Latin*.—"Principia Latina," Part I., through Ch. 32 and Part II., to Roman History

*10. *Book-keeping*.

11. French Grammar translation and composition as in French Principia, Part I.

¹ Only two of these imperative.

SECOND YEAR.

1. *Modern Literature*.—English Reader, One Book, with mention of metrical passages and converting poetry into plain prose. Sketches of authors etc. mentioned.

(Two above requirement teachers are at liberty to substitute a critical study of Longfellow's "Seamaster.")

(A) As in first year.

2. Grammar completed and reviewed, with special analysis of difficult passages.

(a) Advanced English Composition, with exercises.

(b) *Geography*.—*Geography*, with special attention to Physical Geography.

(c) *History*.—Modern History as in Swinton's Outlines.

3. *Science*.—Text book completed and reviewed, with exercises complete. One Book, with Miscellaneous Exercises.

4. *Science*.—Text book reviewed, with exercises complete. One Book, with Miscellaneous Exercises.

(a) *Science*.—Introduction, Evolution, Simple Equations.

(b) *Science*.—Inorganic (Winter Term), as in Bache's "Fourteen Weeks in Chemistry."

Aggricultural (Summer Term), as in prescribed Primer.

(c) *Mathematics*.

(d) *Mathematics*.—*Mathematics*. Nos. 1 and 2 American Text books of Arithmetic.

5. *Latin*.—*Principia Latina*, Part I, completed. Grammar and Caesar. The Bell Cell, Book VI.

6. *French*.—Grammar translation and composition, as in "Initia Francica" Part I.

7. *French*.—*Principia*, Part I, reviewed, and Part II.

¹ Only three of these imperative.

THIRD YEAR.

1. *Modern Literature*.—Stephen Brooke's Primer of English Literature, critical study of Shakespeare's "Julius Caesar." Exercises in parsing, analysis, and historical etymology in connection with book read.

(a) *Science*.—reviewed.

(b) *Science*.—Swinton's Outlines completed.

(c) *Science*.—Occasional problems.

(d) *Science*.—to the end of Book IV., with exercises complete.

(e) *Science*.—Text book completed.

(f) *Science*.—(Winter Term) The Elements of Physiology and Hygiene (as in Huxley and Vennart to be taught orally).

(g) *Science*.—(Summer Term) As in prescribed Primer, with special study of Geology and Mineralogy of Nova Scotia.

(h) *Mathematics*.—Prescribed Text book.

2. *Latin*.—Ovid's Metamorphoses—prescribed extracts, Caesar, Book VI, reviewed, or Ovid's "Pro Archia Poeta." "Principia Latina," Part IV., through Chapter 33.

(a) *Greek*.—Grammar and Xenophon's "Anabasis," Books I and 2.

(b) *French*.—Advanced Grammar (Brachet or Otto), Charles XII, Molere's "Le Bourgeois Gentilhomme."

¹ Only three of these imperative.

According to the latest return the county academies were sixteen in number, and the special academies three.

SCHOOL EXAMINATIONS.

The examination of the schools of Nova Scotia is not conducted on the absurd system of the British Isles. There is no payment by results, and the league of percentages is unknown. The object is to find out the quality of the work, and to see that the daily routine is carried out with regularity. So far as the city of Halifax itself is concerned, there has been recently an important modification in the manner and time of conducting the public examinations of the common schools. At each meeting of the Board a school is selected by lot to be examined on the following Wednesday. For this method the following advantages are claimed:—1. As the examinations go on at intervals during the year, a sufficient amount of time can be devoted to each school, and the convenience of the commissioners can be consulted, so that they may be always represented on those occasions. 2. Every teacher feels the necessity of being at all times prepared. The various subjects of study are kept continually reviewed, one of the most important conditions in laying the foundation of an education.

COST OF EDUCATION.

The total expenditure for the support of public schools during the past year was as follows:—Government expenditure, £17,764; local expenditure—county fund, £21,000; assessment on ratepayers for support of schools, £67,670; assessment on ratepayers for building and repairs, £0.30; total, £106,308. Total expenditure for public schools, £128,568.

The following is the summary of the way in which the Government grants for education were allocated in 1885.

Common schools	\$22,164
Normal school	1,211
Special academics	570
County academics	1,300
Inspection	2,400
Office Expenses	200
Salaries	600
Travelling expenses, Normal school pupil	261
Examination	155

SALARIES.

The following are the average salaries of each class of teachers, the figures in parentheses being the highest actual payment of any individual in the class:—

	Males.	Females.
1st class	\$84 (£137)	\$62 (£97)
2nd "	\$57 (£110)	\$48 (£75)
3rd "	\$41 (£74)	\$34 (£60)

These sums are low—ridiculously low as they are looked at from this side of the water. It would seem to have struck the

official mind also that some kind of apologetic explanation was necessary in the annual report, and therefore the following remarks were sent forth:—The conclusion would seem to be that a serious reduction of the present cost of our schools is incompatible with their effective maintenance. Diminution of expense inevitably means abridgment of facility. The few thousand dollars that might be saved by removing the regulative and unifying influence of periodic visitation and inspection, would not appreciably reduce the burden of popular taxation, while it would render much of that taxation fruitless of result. It should be distinctly understood that, relatively considered, our system is not an expensive one. Its cost, equal to a little more than £1, 4s. for each enrolled pupil, compares favourably with that of any similar system of recognised efficiency. It is exceeded in a majority, if not in all the provinces of the Dominion, while it is more than doubled in Massachusetts and other states of the American Union. But whatever the cost of our system may be, relatively or absolutely, the results which it is accomplishing are to our people generally the best vindication of the burdens which it imposes.

THE DEAF, DUMB, AND BLIND.

Nova Scotia enjoys the honourable distinction of being the first among the colonies of the empire practically to recognise, through its legislature, the claims of the deaf and dumb, having in 1857 voted the first appropriation of £240 for the support of the infant institution in Halifax.

By the Act of the Provincial Legislature of 1884, any Nova Scotia deaf or deaf mute child of sound mind, between the ages of eight and eighteen, is entitled to admission on the order of the warden of the municipality to which the child's parents belong, and the sum of £24 per annum provided from the public funds for its support.

The Provincial Act in relation to the Education of the Blind provides:—

1. The parents or guardian of any blind person between the age of ten and twenty-one years, who has a settlement within any county or district of the provinces incorporated, may apply to the warden of such municipality for an order for the admission of such person into the Halifax Asylum for the Blind, which order the said warden shall at once grant under his hand and the corporate seal of the municipality on being satisfied that such blind person is between the prescribed ages, and has a legal settlement in the municipality.

2. Such order shall entitle a blind person named therein to be received into the Halifax Asylum, and to be educated and boarded therein during the school terms. Pupils under thirteen years of age when entering the school shall be entitled to remain seven years; those entering between the ages of thirteen and seventeen shall be entitled to remain five years, and those between the ages of seventeen and twenty-one years to remain three years.

3. For every blind person received into the asylum, the board of managers of the Halifax Asylum for the Blind are entitled to receive from the Provincial Treasury at the rate of £12 per annum, payable half-yearly, and also to receive at the same rate from the County School Fund of the municipality to which the said blind person belongs.

RESULTS OF THE SYSTEM.

The progress of Nova Scotia towards its present system of free unsectarian education has been varied and spasmodic. It was not till 1864 that the decisive step was taken to establish the system which now prevails. How far it is a good one for the country and the teacher can be realised by our professional readers from the summary which we have placed before them ; but as an indication of the local and official opinion of the progress which has been made during the last twenty years, we conclude with the following extract from a deliverance by the Superintendent of Education in the province :—

“As to results, while boasting may not be expedient, there is no reason why we should feel either disappointed or ashamed. We have good schools, fairly comparable with those of any similarly situated country. Our teachers as a body are the very flower of the youth of the land. On any hypothesis as to the effect of the important political changes and commercial readjustments which the province has undergone during the period in question, Nova Scotia is, beyond dispute, better able to enjoy her riches or bear her poverty, as the case may be, with her free schools than she would be without them. The probable bearings of our system on the interests of morality and religion were earnestly discussed at the time of its introduction. Such inquiries must always command respect, and a people which does not give those great interests precedence over all others has lost the prime elements of national strength. I have no authority to say that anyone has changed his mind as to the correct theoretic basis on which the structure of education should repose, but it is certainly an assuring circumstance that no score of years in the history of the province can compare with the last in the multiplication of religious agencies and institutions, and I believe also in the general moral and religious progress of society.”

PART VI.—PRINCE EDWARD ISLAND.

In Prince Edward there would seem to be the signs of satisfaction as to the educational progress of the province. The prominent features of improvement are thus summarised:—1. A steady increase in the average school attendance. 2. The greater degree of regularity with which the schools are kept in operation throughout the year—the grand total days' teaching for the whole province being 2100 in excess of that for the previous school year. 3. The well-marked improvement on the part of candidates from the common schools at the Provincial Examinations. 4. The readiness and intelligence with which the teachers adapt themselves to improvements in the school curriculum. 5. A greater demand for efficient teachers, and a greater desire on the part of school trustees to retain the services of competent instructors when once employed. 6. An increase in the number of schools in operation during the year.

The number of schools is not large, being 435, employing 494 teachers—271 men and 223 women—and, under the efficient supervision of two School Inspectors, combined with the decided advantage of the personal inspection of the advanced schools by the Chief Superintendent, it is not surprising that decided progress should be made. The schools are ranked according to the result of examinations made on the Inspectors' and Superintendent's visits, and as the standard is raised or lowered so is the salary of the teacher increased or decreased. It can easily be understood by teachers, therefore, that Prince Edward Island is not the happy land where troubles are unknown.

The range of instruction and the number of scholars in each subject will be seen from the following statement for 1886:—

Pupils enrolled, . . .	21,983	Geography, . . .	10,321
Boys, . . .	12,118	Dictation and Spelling, . .	11,081
Girls, . . .	9,865	English Composition, . .	5,532
Average daily attendance, .	12,166	Book-keeping, . . .	138
Primer and Book I., . .	5,428	Music, . . .	3,911
Books II. and III., . .	6,652		
Book IV., . . .	4,283	Latin, . . .	449
Book V., . . .	3,603	Greek, . . .	7
Book VI., . . .	1,673	French, . . .	545
Writing, . . .	16,852	Algebra, . . .	426
Arithmetic, . . .	16,227	Geometry, . . .	357
Grammar, . . .	10,488	Chemistry and Natural	
History, . . .	8,123	Philosophy, . . .	345

The number given in French in the above tabular statement, is

that of students who take up this subject at an advanced stage in their school course. In addition to this number there are in the Primary Schools about 1500 pupils who read in the Series of French Books prescribed by the Board of Education. Altogether, therefore, there are in the Public Schools 2000 pupils studying the French language, 80 per cent. of whom are of French descent.

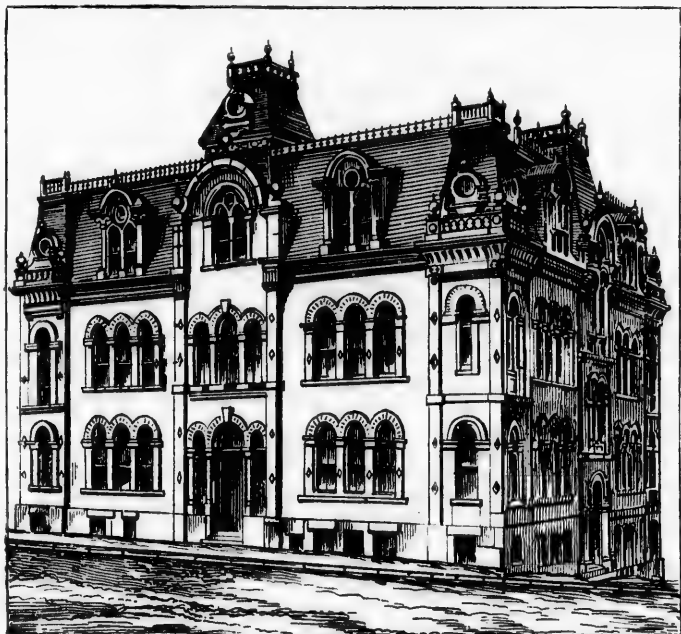
Judging by the course of study for teachers and the papers set them at examinations, the standard is on a level with that of other parts of the Dominion. Out of 267 candidates who competed last year for entrance to the Provincial College and Normal School, 125 were successful, showing that this examination is a severe test, or that the candidates are very indifferently prepared for the competition. Five months' training is given in that institution, and an examination is held at the end of the term for the three grades of the teachers' licenses. No one can teach in the public schools without this normal training and the possession of a licence.

Salaries are not placed at an exorbitant figure, considering the qualifications required of the higher classes. They are as follows :—

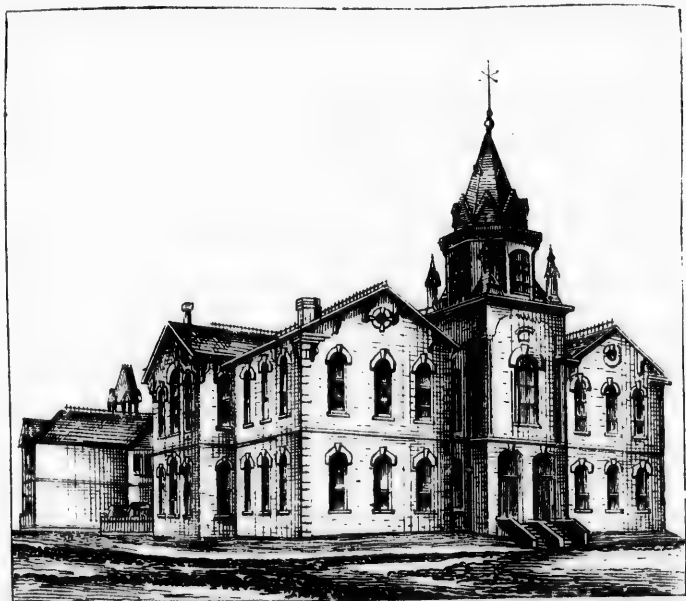
	Highest.	Lowest.	Average.
Male Teachers, 1st Class, .	£180	£53	£86
Female " " .	72	44	57
Male " 2nd Class, .	90	45	56
Female " " .	80	36	44
Male " 3rd Class, .	90	36	44
Female " " .	60	26	34

In connection with this, it must be observed that if a first-class teacher has charge of a second-class school he is paid a salary commensurate with the grade of the school—that is, receives a second-class salary only. The salaries are made up by a statutory grant, according to grade, and a local or supplementary amount voted by the inhabitants of the school district, which is collected by the secretary-treasurer; and this "supplement" is increased by a like amount granted by the local Government.

The total expenditure for education in P. E. I. last year was £29,120, of which the Government expended £21,900, and £7256 was voted by the school districts.



HIGH SCHOOL. HALIFAX, NOVA SCOTIA.



PUBLIC SCHOOL, WINNIPEG, MANITOBA.

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PART VII.—MANITOBA.

The province of Manitoba, formerly known as the Red River Settlement, though more extensive than the British Isles, its area being 123,200 square miles, is, says the writer of the article on Canada, in "Her Majesty's Colonies," only one of many yet to be developed. It is situated in the very centre of the North American continent, and its growth, together with that of its capital, Winnipeg—which stands on the site of Fort Garry, the scene of the Red River rebellion of 1869-70—has been extremely rapid, especially since the establishment of railway communication, first (in 1879) *via* Chicago, through United States territory, and subsequently (in the winter of 1883) by the completion of the line from Port Arthur, at the head of Lake Superior, by which it was brought into immediate connection with the great canal system. The advantages accruing from this connecting link may be imagined from the fact that when Colonel Wolseley set out in 1870 to suppress Riel's rebellion, his troops were three months (May to August) on the march; the same journey, from Port Arthur to Winnipeg, may now be accomplished in less than twenty-four hours.

The consequence is that whereas, in 1871, the population of Manitoba was under 19,000, and of Winnipeg only 241, at the census of 1881 these numbers had increased to 65,954 and 7985; and last year the population of the province had grown to 125,000, of which Winnipeg claimed 30,000. The assessment of the city in 1878 was £670,000, whereas in 1884 it had risen to £7,600,000. No more remarkable instance can be found of the effects of railway communication in converting an obscure and inaccessible settlement into a large and flourishing and populous city, opening up to the reflective mind visions of many such creations in the future, in what are now the solitudes of the prairie, awaiting the advent of the pioneers of colonisation and civilisation.

In an address upon Manitoba delivered by the Earl of Dufferin, during his term of office as Governor-General of Canada, his Lordship eloquently said:—"It was here that Canada, emerging from her woods and forests, first gazed upon her rolling prairies and unexplored North-West, and learnt, as by an unexpected revelation, that her historical territories of the Canadas, her eastern seaboard of New Brunswick, Labrador, and Nova Scotia, her Laurentian lakes and valleys, corn lands and pastures, though themselves more extensive than half-a-dozen European kingdoms,

were but the vestibules and antechambers to that till then undreamt-of Dominion, whose illimitable dimensions alike confound the arithmetic of the surveyor and the verification of the explorer. It was here that, counting her past achievements as but the preface and prelude to her future exertions and expanding destinies, she took a fresh departure, received the afflatus of a more imperial inspiration, and felt herself no longer a mere settler along the banks of a single river, but the owner of half a continent, and in the magnitude of her possessions, in the wealth of her resources, in the sinews of her material might, the peer of any power on the earth."

Captain Clark, the grain inspector for Manitoba, in a paper read at one of the recent Colonial Conferences, observed as follows:—"That the climate is extreme does not admit of doubt. So warm in summer that the thermometer will stand for days at ninety degrees in the shade; so cold in winter that it will go down to forty degrees, and, in isolated cases, to fifty degrees below zero. The average Britisher can understand ninety degrees in the shade, and endeavours to exist when such a temperature visits his island home, but he freezes in feeling to a miniature iceberg the moment he contemplates the lowest winter readings in the Canadian North-West. He cannot understand, and never will until he has proved it, that these thermometrical readings, which mean misery and death in the moist atmosphere of the British Isles, are consistent with rude health and tireless energy in the dry clear air of the prairie. Accustomed to a climate where clouds are the rule and sunshine the exception, he cannot realise a land where, with scarcely an exception, every summer day from dawn to gloaming revels in unclouded light; where winter, holding the earth for months in his frosty grip, floods its snowy covering with constant sunshine, and where the moon, 'walking in brightness,' sheds a lustre so clear that, almost unperceived, the glorious winter day glides into the more glorious winter night."

A settler may obtain a grant of 160 acres of land free on *even numbered* sections, on condition of three years' residence and cultivation, and payment of an office fee amounting to 10 dollars (£2 sterling); and he may obtain the adjoining portions of sections by "pre-emption" or otherwise, at the rate of 2 dollars (8s.) or 2.50 dollars (10s.) per acre. The privilege of pre-emption will, however, cease after January 1st, 1887, unless extended during the present session of Parliament. Intending settlers should take notice that they are entitled to enter at the nearest Government lands office for a free grant of a quarter section on any even-numbered unoccupied land in Manitoba or the North-West, whether or not such section is near a railway or comes within the reserves of any of the Colonisation Companies. But section 8 and three-quarters of section 26, in each township, are excepted, being reserved for the Hudson's Bay Company, who are entitled to one-twentieth of the lands of the "Fertile

Belt," estimated at 7,000,000 acres, under agreement with the Crown.

Odd-numbered sections (except Nos. 11 and 29) for 24 miles on each side of the Canadian Pacific Railway, may generally be regarded as the Company's lands, apportioned to them by the Government of Canada as part of the grant of 25,000,000 acres, made in aid of their great undertaking. Nos. 11 and 29 in each township are school lands—*i.e.*, the proceeds of their sale are to be applied in support of education. Outside the railway belt the odd-numbered sections are offered for sale by the Government at 2 dollars per acre. Though these lands are not under the control of the Board of Education or of the provincial authorities, but are held in trust for the province by the Dominion Government, it may not be out of place here to refer to them for the purpose of showing the resources of the province for the support of the schools. The total acreage held amounts nominally to two and a half million acres; but after deducting the lands not available for settlement, there remains the princely endowment of about one and a half million of acres to be disposed of for the benefit of public education, besides one hundred and fifty thousand acres for the use of the University of Manitoba.

The following diagram illustrates the arrangement of the sections in each township of six miles square:—

				N		
	31	32	33	34	35	36
	30	School Lands.	28	27	H. B. Co.'s Lands.	25
	19	20	21	22	23	24
W	18	17	16	15	14	13
	7	H. B. Co.'s Lands.	9	10	School Lands.	12
	6	5	4	3	2	1
				S		

By the provisions of the Manitoba School Act, the educational interests of the province are placed under the direction and control of the Board of Education, a body appointed by the Lieutenant-Governor in Council, and consisting of two sections, the Protestant, composed of twelve, and the Catholic, of nine mem-

bers. Each section has exclusive control of the schools of its own denomination, the number under the direction of the Protestant section of the Board at the close of the school year now reported being 426, and the number under the direction of the Catholic section 53. There is the utmost harmony, however, between the two sections, and this fact is emphasised in a document prepared in the early part of the present year: *Memoire préparé par la section Catholique du Bureau d'Education de la Province de Manitoba*, en vue de l'Exposition Coloniale de Londres. The writer declares as follows:—

Chacune de ces sections a le contrôle absolu des écoles de ses coreligionnaires, et l'une n'intervient jamais dans les affaires de l'autre. La plus grande harmonie règne entre les deux sections, lesquelles s'unissent en conférence, sous le nom de Bureau général d'Education, lorsqu'il s'agit d'intérêts généraux, n'ayant aucun caractère sectionnel.

To be on a level in the way of civility, the superintendent of the Protestant schools has written as follows in a document of a similar character:—"It is gratifying to all lovers of good citizenship, as well as of educational progress, to note that, from the organisation of this system of management in 1871, at which period the Protestant schools numbered 16 and the Catholic 17, to the present, there has been an almost entire absence of the friction and disagreement that have marked the progress of education in some of the sister provinces."

The Legislature has wisely and liberally provided that in every portion of the province in which a settlement exists with ten or more resident children of school age (5 to 15 years, inclusive), within a radius of three miles from a given point, the formation of a school district may be applied for by five heads of families and granted by the Board, and a school-house erected from the proceeds of an issue of debentures by trustees subsequently elected by ratepayers; and the current expenses of the school are then provided for from the following sources:—A provincial legislative grant of £2 for each month the school is kept in operation, but not exceeding £20 a year; a grant from the municipality in which the school district is situated, of £4 for each month the school is kept in operation; and the balance from a tax levied annually upon the lands included in the school district, within a radius of three miles from the school-house.

The principles recognised and applied in these provisions are:—

(1) That not the parent alone, but the whole province is interested in, and should bear a portion of the cost of, the education of the children of the settler. (2) That the large cost per capita incurred in the education of children in a sparsely settled country should not deter the provincial authorities from the attempt to prevent the present youth from growing up in ignorance; and (3) that, in accordance with the spirit of free institutions, the extent to which the provisions made for establishing schools shall be taken advantage of is left to the people themselves to decide, through the municipal councils elected annually by them, and the limit of the burden

they are willing to bear for the support of their schools, when established, is likewise determined through the trustees chosen by them at their annual meetings.

The following figures are therefore interesting as an indication of the efforts of the people of a province newly and partially settled, towards making immediate provision for the education of their children :—

PROTESTANT SCHOOLS.

N.B.—The School age is 5 to 15, both inclusive.

YEAR.	School Population in Organised Districts.	Number Attending School.	Number of Schools.	Average Attendance.
1871 - -	.....	816	16	.....
1872 - -	.....	1,095	17	598
1873 - -	.....	1,105	17	.....
1874 - -	.....	1,248	22	.....
1875 - -	2,714	1,595	26	815
1876 - -	.....	1,600	30	802
1877 - -	.....	2,027	38	953
1878 - -	4,483	2,688	50	1,280
1879 - -	.....	3,614	99	.....
1880 - -	5,631	3,700	101	.....
1881 - -	7,000	4,019	128	2,400
1882 - -	9,641	6,972	182	3,285
1883 - -	12,346	10,831	271	5,064
1884 - -	14,129	11,708	359	6,520
1885 - -	15,850	13,074	426	7,847

NOTE.—The small proportion of the number attending school each year to the school population, is explained by the fact that a certain number of districts were organised yearly, but did not have a school-room open for the attendance of pupils till the year following.

LEGISLATIVE GRANT TO SCHOOLS.

The annual legislative grant for public schools is divided between the Protestant and Catholic sections of the Board of Education in the proportion of the school population in the organised school districts under the control of each section of the Board, as shown by sworn census returns received annually from each school district. In 1885, the total grant for education was £11,000, of which the Protestants received £8711. The total expenditure on Protestant schools was £64,180, or at the rate of £4, 4s. 4d. per head of the population. The total grant for 1886 was £12,700, showing a considerable increase.

The progress of the City of Winnipeg during the last 16 years is worthy of special mention in this connection, its schools at the present time being acknowledged equal in equipment and efficiency to those of any city of its size on the continent. The photographic

views of the nine selected schools in Winnipeg, sent over to the Exhibition, show very clearly that their architectural outlines are in every way creditable.

Year.	No. of Teachers.	Pupils Enrolled.	Average Daily Attendance, Protestant Schools.
1871	1	30	—
1881	12	805	613
1882	25	1484	1101
1883	36	1952	1385
1884	43	2125	1716
1885	45	2300	1904

The following is a comparative statement of the amount of the legislative grant for education in several provinces of the Dominion :—

Province.	Year.	Total School Population.	Total Grant for Education.	Grant per Capita of School Population.
Ontario - - -	1884	471,287	£103,400	£0 4 6
New Brunswick - -	1885	72,967*	22,470	0 6 5
Nova Scotia - -	1885	103,287*	30,838	0 8 0½
British Columbia -	1885	4,275	14,230	3 9 4
Prince Edward Island	1884	22,552	21,037	0 19 5
Manitoba - - -	1885	19,586	11,000	0 11 8

*These figures represent actual enrolment of pupils, not school population.

It should be noted in connection with the foregoing table that the total expenditure for education in Manitoba is abnormally large, owing to the payments on capital account included in it that are annually rendered necessary for the building and furnishing of new school houses. The rate per capita in this province is large for the same reason, and because of the small number of pupils included in many of the school districts.

SCHOOL HOUSES AND THEIR EQUIPMENT.

Upon the formation of a school district, the building of a school house becomes a serious problem to the settlers included in it. They must either erect a building within their present means, necessarily more or less unsuitable to the want of a school, or incur a debt for a suitable building, extending for repayment over a term of years, thus securing the assistance of later arrivals who will enjoy the benefit of it. The latter alternative has generally been adopted, and the Legislature has given powers to school trustees to issue debentures for this purpose. These powers, however, can

now be exercised only under proper safeguards, to provide against the incurring of a debt that may render an oppressive tax necessary for its repayment. These safeguards are (1) the recommendation of the superintendent after due enquiry as to the actual cost necessary to erect a suitable building, and the ability of the rate-payers to repay the necessary loan, and (2) the authorisation of the loan by the Lieutenant-Governor-in-Council.

The loans made under these conditions up to the 31st of January, 1886, amount to £89,700, of which the city of Winnipeg alone has absorbed £34,000.

The Protestant section of the Board of Education, having regard to the importance of securing school accommodation that will insure the health and comfort of the pupils attending, and of the provision of proper apparatus for their instruction, has issued the following regulations, principally for the guidance of rural school trustees, their requirements being generally exceeded in the cities and towns:—

The school grounds shall, in rural districts, include, at least, one acre of ground, and in cities and towns at least one quarter acre, unless with the special permission of the Protestant Section of the Board of Education. In cities and towns school grounds shall be enclosed with a substantial fence; in rural districts a fence shall be erected where practicable; the planting of shade trees in school grounds is recommended. A supply of drinking water shall be provided upon the school ground or within a convenient distance from it. In new school districts, school buildings costing over £120 shall not be approved by the Board, except under special circumstances that may justify a larger expenditure; but in order to insure the health, comfort, and convenience of the children attending, the Board requires as a condition of its approval, that all school houses shall be erected and furnished with due regard to the following conditions:—The dimensions of each school shall not be less than twenty-four feet long by eighteen feet wide, and the side walls shall be at least ten feet in height from floor to ceiling. School-houses at which there shall be an average attendance of over twenty-five pupils shall be erected so as to afford one hundred and fifty cubic feet of air space for each pupil. The seats and desks shall be arranged so that the pupils may sit facing the teacher, and they shall not be longer than is requisite to seat two pupils each. The seats shall be so regulated as to height that pupils of different ages may be seated with their feet squarely upon the floor. The backs shall slope backward two or three inches from the perpendicular. The seats and desks shall be fastened to the floor in rows, with aisles of suitable width between each row; a passage, at least two feet wide, shall be left between the outside rows and the side and rear walls of the building, and a space from three to five feet wide between the teacher's platform and the front desks.

It may be noted that all the schools in Manitoba are fitted with what is called the Marvel desk, of which there were several specimens on show at South Kensington. It is the production of Stahlschmidt & Co., of Preston, Ontario, a firm which has a high reputation throughout the Dominion as manufacturers of school furniture. For this Marvel desk it is claimed, among other things, to have the following qualities:—

It is perfect in form and proportions, causing pupils to maintain an erect and healthy position, and is the handsomest desk made. The iron standards are very heavy, have the widest spread on floor of any desk in

The average salary of 198 rural teachers was £90 for males, and £80 for females; of 14 teachers in the city of Winnipeg, £224 for males, and £110 for females; and for the other districts, about £120 and £80 respectively.

The number of teachers in charge of the schools of Manitoba during 1885, that had received Normal School training was 285 out of a total of 446. Some of these are graduates of Normal Schools of England, Scotland, and the Eastern Provinces, but the majority were trained in the Winnipeg Normal School. This school was established in September, 1882, by the appointment of a Normal instructor or principal who, without buildings, apparatus, or a school of practice, except that afforded by the Winnipeg city schools by consent of its board of trustees, gave instruction in school organisation and methods of teaching during sessions or terms of five months each. The benefit of training under this plan was found to reach such a small proportion of the teachers of the province that in April, 1884, the work of the school was modified so as to provide for the holding of but one five months' session annually in Winnipeg, for the training of first and second class teachers, the remaining five months being devoted to a series of short sessions of a month each—since increased to six weeks,—for the training of third-class teachers. These short sessions, being held at various points in the province and conducted wholly by the Normal School principal, have been effectual in reaching a large proportion of the young and untrained teachers, and the influence upon the schools thus brought to bear through them has been felt in a marked degree, and has found expression through the inspectors, the parents, and the teachers themselves.

It cannot be expected that as the number of schools in the province increases, the simple and inexpensive system of training hitherto provided will continue to prove effectual. Suitable buildings and assistance are even now much needed, and, as time passes, will become indispensable to the successful prosecution of the work. The Board of Education, alive to this fact, have urged the consideration of this matter upon the Government, and in the meantime have made temporary arrangements with the Winnipeg Protestant School Board for the use of a portion of the new school building which they find it necessary to erect during the coming year.

PROGRAMME OF STUDIES.

This embraces twelve standards or grades for city and town schools, the first nine of which include the subjects required to be taught in the common schools; and the completion of the course in these nine standards qualifies the student to pass the non-professional examination for third-class teachers, or to enter into any of the ordinary business avocations open to the youth of the country. The remaining three standards include the subjects required for a high school, and are provided for the preparation of students for

matriculation in the University and of candidates for first and second-class teachers' certificates; the course embraces, in addition to this, provision for a thorough training in the English language and literature for students of both sexes who may not contemplate entering upon a professional career. The outlines of the course of study for each of these twelve standards has been adopted, and the details are being gradually filled in from the results of actual test and experience in the schools of the city of Winnipeg, the only place at present with schools of sufficient size to admit of each standard being taught by a separate teacher.

A condensed programme is provided for the use of schools in rural districts and in towns and cities in which not more than five teachers are employed, the course, however, being identical with that for larger schools, but modified to suit the circumstances of classes composed of more than one grade, or, as in the case of rural schools, of all grades.

COLLEGIATE DEPARTMENTS.

Standards ten, eleven, and twelve of the public school programme constitute these departments. They were added in 1882 by the Board to the programme previously provided, in order to perfect the system of education for the province, by supplying through them the connecting link between the public schools and the colleges constituting the University of Manitoba. Although the number of pupils taking a high school course, as prescribed for these departments, is always but a fraction of the school attendance in any of the provinces, the establishment and support of such schools by a government subvention is freely recognised and liberally given in all the sister provinces. The following statement will make this clear :—

	No. of Public Schools.	No. of High Schools.	Total Grant for Education.	Grant for High Schools.
Ontario - - -	5,375	106	£103,400	£17,041
Nova Scotia - -	2,065	18	39,838	1,880
New Brunswick -	1,693	14	22,470	588
Prince Edward Isl. -	423	21	21,037	300

No special grant for the support of collegiate departments has yet been authorised by the Legislature of Manitoba, beyond the ordinary subvention paid to them as public schools. This has been owing hitherto to the pressing demands of primary education upon the funds at the disposal of the Board of Education—demands that the rapid increase of settlement in the province in the future will render more pressing and imperative each year.

INCOME AND EXPENDITURE.

The following is a general statement showing receipts and expenditure of the legislative grant made to the Protestant section of the Board of Education, for the year ending 31st January, 1886. The corresponding figures for the Roman Catholic section have not been embodied in the "Memoire" to which we have already referred.

Dr.		Cr.	
To balance from grant for 1884, . . .	£1,372	By payments to schools, . . .	£26,638
" grant from Government for the first half of 1885, . . .	3,940	" " for inspection of schools, . . .	743
" grant from Government for the half year ending 31st Jan., 1886, . . .	4,774	" " for examination of teachers, . . .	221
" interest on deposits in the Savings Bank (net), . . .	9	" " Normal School training of teachers, . . .	599
" refund for care, etc., of offices, . . .	85	" " for care, etc., of Education Offices, . . .	68
		" expense of Superintendent's office: . . .	
		1. Salary of Superintendent, . . .	400
		2. Salaries of assistants, . . .	270
		3. Stationery, . . .	34
		4. Printing, . . .	77
		5. Postage, . . .	52
		6. Travelling expenses of members of the Board, . . .	23
		7. Incidentals, . . .	69
		By balance, . . .	936
	<u>£10,130</u>		<u>£10,130</u>

Manitoban energy is not equal to the task of securing regular attendance. On the margin of the prairies the same evils that surround the schools of the home country are the cause of much lamentation. "The evil results of irregularity (says the superintendent, in his report for 1886) are the same, whatever the cause; and in this province they are intensified by the disheartening effect upon the teachers, many of whom are in charge of schools with an enrolment of less than twenty pupils. An average attendance of less than one-half the enrolment at these schools is peculiarly discouraging to those in charge, and justly excites in the minds of the ratepayers who have no children, but cheerfully bear their share of the burden of paying for them, that the expenditure is largely wasted by the indifference of the parents for whose direct advantage it is incurred. The need of a remedy for this is a pressing one. Some of the eastern provinces apportion the legislative grant according to the average attendance, but it can be easily understood that the influence of this arrangement upon the action of individual parents is very slight. From my own experience in the teaching and inspection of schools, I am led to the conclusion that teachers of the highest degree of efficiency always secure the best attendance, and that the apportionment of the grant, or a portion of it, according to the certificate held by the teacher, would at once produce such a demand for the highest attainments by trustees in seeking for teachers as to stimulate those preparing for the work to corresponding efforts on their part to meet it, and ultimately result in a better appreciation by parents of the advantages the school offers to their children."

The average attendance at the Protestant schools of the province during the last five years has reached the following percentage of the enrolment :—1881, 40·8 ; 1882, 47·1 ; 1883, 46·7 ; 1884, 55·7 ; 1885, 60. Rural schools in the prairie sections of the country are generally closed during the winter months owing to the difficulty presented by the absence of roads and the danger of too great exposure in the cold weather to the small children. The average time these schools are in operation during the year is eight months. To remedy in some degree the disadvantages that many rural schools labour under from this cause, the Board has provided that the summer vacation may be dispensed with, according to the following regulations :—

The school year shall be divided into two terms—the first term commencing on the first Tuesday in February, the second term commencing on the third Tuesday in August. Holidays and vacations. Every Saturday in the year, together with the first Monday in February, Good Friday, the Queen's Birthday, Dominion Day, and one Friday in each school term, when spent in attending meetings of teachers' associations. There shall be two vacations during the year, viz. :—The winter vacation from the 24th day of December, inclusive, to the second day of January, inclusive ; the summer vacation from the first of July to the third Monday in August, both inclusive. The superintendent is hereby empowered, on the application of any board of school trustees in rural districts, to shorten the period of either vacation, change the time for taking the same, or dispense with it altogether, as may seem best suited to the circumstances of the school ; but every such application must include the reasons for making it, stated in full, and must be signed by all the trustees ; and no arrangements made upon such application shall supersede an agreement previously made between the trustees and any teacher, without such teacher's consent.

INSPECTION.

The schools are examined at least half-yearly by inspectors, who are at present twelve in number, and are all clergymen. They receive salaries which vary from £10 to £121, according to the extent of their duties. Owing to sparseness of settlement, it is as yet scarcely possible to place a sufficient number of schools under the charge of each inspector, to enable him to devote his attention exclusively to this work. Since the Board is practically restricted in its choice of inspectors to the clergymen of the different denominations and others whose ordinary avocations allow of their devoting a portion of their time to the important work of local supervision, there is wanting in some cases that practical acquaintance with school work and knowledge of the art of teaching so desirable and necessary for the performance of efficient inspection.

It is the duty of each inspector—1. To visit each school in operation in his inspectoral division at least half-yearly, and any schools not in operation, as he may be directed by the superintendent ; to visit from time to time and report upon each visit to the trustees and to the superintendent, on the forms provided him

for that purpose. 2. To make a general annual report to the superintendent before the first day of February in each year, upon the state of education in his division and the progress of the schools under his inspection. 3. To examine into and report upon any matter connected with the schools of his inspectoral division that may from time to time be referred to him by the superintendent. 4. To draw the immediate attention of the superintendent to any violation of the law or the regulations that he may observe in any school. 5. To spend at least two hours in the inspection of each school, such inspection to embrace :—(a.) In the case of a new school-house, the dimensions of the room, its furniture and apparatus, and the observance of the regulations of the Board in the construction and equipment of the school-house, and the arrangement of the school grounds and outbuildings. (b.) In the case of all schools, the arrangements made for keeping the room properly cleaned, repaired, and ventilated, and generally the efficiency of the means employed for preserving the health and promoting the comfort of the children. (c.) The examination of the records of the school, with the view of ascertaining that proper account is kept of the attendance and classification of the pupils. (d.) The observation of the teacher's method of government and teaching, and such inquiry into his qualifications, character, and habits as he may deem necessary. (e.) The examination of the classes in the branches of instruction designated as essential in the programme of studies, and in such other branches as he may find practicable during his visit. 6. To give the teacher such advice, direction, or warning regarding his conduct of the school as he may find from his inspection to be necessary, and to advise with and direct the trustees on any matter connected with their duties that he may deem expedient.

THE UNIVERSITY.

This institution completes the provision made for the education of the youth of the province. Though the aid hitherto granted for its support has been but small, and its functions limited to the examining of students and the conferring of degrees, its work in connection with the affiliated colleges of St. John, Manitoba, and St. Boniface (for the Anglican, Presbyterian, and Roman Catholic denominations respectively) has been successful, some of the prominent public and professional men of the province being of the number of its graduates.

PART VIII.—BRITISH COLUMBIA.

Turn we still further to the West, towards the land of the prairie and the Rocky Mountains. In British Columbia the work of education is not neglected, although its population is scattered and the difficulties of the schools are many. It is not yet regarded as a matter of public belief that the school-house is as necessary an adjunct of the settlement as the roads or bridges, but the liberality of the Government gives a clear indication of the provincial ideas on the subject. Out of a total expenditure of £119,000 for last year, £10,164 was devoted to education, being for education proper at the rate of £7, 5s. for every pupil in average attendance. In Victoria City it amounted to £8, 10s. for every pupil. The total expenditure was £11,672 (an increase of £1502 on the previous year), exclusive of the amount spent on constructing school-houses. These are considered rather as assets of the Government than direct expenditure for the maintenance of schools. The common schools in operation were 59 in number, with seven which are described as graded, and a single high school. The pupils were 3470 in number, with 85 teachers. The average attendance is only 1808 for the whole province, or about 52 per cent., although in rare cases it has risen as high as 63. In the solitary high school there are 84 pupils (45 boys and 39 girls), with a daily average of 56. The schools are not large, but the law requires at least ten to be in attendance as a condition of receiving public support.

To extend the interest in the management of the schools, the law lately enlarged the number of trustees from three to six for each school, with the result that greatly increased zeal has been evident, and greater demands for new schools have been forthcoming in the way of the necessary petition. As the tide of emigration flows westward by the opening of the recently-constructed railway from the Atlantic to the Pacific, these demands are likely to be more numerous. In the meantime, however, to keep alive the interest in the communities the educational franchise is in the hands, not merely of the ratepayers, but of their wives as such. The mothers of British Columbia are an important factor, therefore, in everything that concerns the schools.

TEACHERS' ATTAINMENTS.

There is no place of training for teachers in Columbia as yet, but there are hopes in that direction, and the ways of other parts of the Canadian Dominion are likely to be followed in the west. Teachers must obtain a certificate from the Education Office, and this document has to be renewed from year to year by examination. A few exceptions are made in the case of those who have the

highest grade of certificate, but the upward path is by the way of examination at very frequent intervals. Temporary certificates are granted in the case of suitable candidates to permit them to enter upon school-work till the next examination. The others are arranged as follows:—

- I. Class A and B for public or high schools.
- II. Class for any position in a public school, or assistant in a high school.
- III. Class for schools where one teacher is employed, or an assistant.

To obtain the highest grade of certificate the candidate must pass in all the common branches, with book-keeping, algebra, Euclid I.-VI., natural philosophy, English literature, general history, practical mathematics, Latin (Cæsar, Horace, Virgil), and one of the following subjects:—(1) Greek (Xenophon, Homer's *Iliad*, 1-3); (2) French (Voltaire's *Charles XII.* and Corneille, *Le Cid*); (3) Natural Science.

A candidate must obtain 60 per cent. of the total number of marks attached to all the subjects of examination for that class and grade, 50 per cent. at least of those attached to each of the subjects of examination for second and third class certificates, and not less than 40 per cent. of the total number of marks attached to all the subjects of examination peculiar to that class and grade, provided always that he obtain at least 40 per cent. of the marks attached to the Latin paper; or he must be a graduate of some British university who has proceeded regularly to his degree, and must satisfy the examiners of his knowledge of the art of teaching, school discipline, and management.

The duties of teachers are very minutely defined in a set of regulations, and among other things they are enjoined to classify the pupils according to their abilities. The highest morality is to be inculcated; but no religious dogma or creed must be taught. The Lord's Prayer may be read at the opening and closing of schools, but only by the permission of the board of trustees. The school hours are from 9 to 12, and from 1 to 3.30 in summer, the winter attendance in the afternoon being cut half an hour shorter. The holidays include a fortnight at Christmas with the month of July.

The wilds of the West are not evidently remarkable in the way of polished manners, but the teachers are strongly urged to assist in the formation of something in the way of deportment. They are not to be troubled with the presence of babies or others who are sent to school to suit their mothers' convenience, and simply to be out of the way at home. "Young children, not being of school age, shall not be allowed to accompany teachers or pupils." They must receive visitors courteously, and afford them every information; but the inroads on their time are not likely to be excessive in a sparsely spread country like Columbia. They must try, also, to eradicate any ungainly manners on the part of the pupils in walking, sitting, or standing in their class places, to benefit them for the proper life in the wilderness. To promote a spirit of

competition, there is a yearly publication of a Roll of Honour List, containing the names of the pupils in the first rank for deportment, punctuality, regularity, and proficiency. For the benefit of the misdoer, however, the rod is always in reserve. The teacher, indeed, is ordered as follows:—"To practise such discipline as may be exercised by a kind, firm, and judicious parent in his family, avoiding corporal punishment except when it shall be imperatively necessary; and then a record of the offence and the punishment shall be made in the school register for the inspection of trustees and visitors." The pupils, also, are enjoined to be models in the way of propriety. It is required of each and everyone "that he come to school clean and tidy in his person and clothes; that he avoid idleness, profanity, falsehood, deceit, and quarrelling and fighting; that he be kind and courteous to his fellows, obedient to his instructors, diligent in his studies; that he conform to the rules of the school, and that he be amenable to the teacher for any misconduct on the school premises, or in going to and returning from school." It will be evident, therefore, that if all these laws are carefully obeyed by the pupils for whom they have been made that there cannot by any possibility be any bad boys in British Columbia, and that the educational paradise is located somewhere beyond the Rocky Mountains.

SALARIES.

The salaries of teachers in Columbia would seem to be by no means inadequate. The average amount is £147, and the following table will show the rates for different grades during the year 1885:—

		Males.	Females.	Total.	Highest Salary.	Lowest Salary.
I.—Class	A	6	2	8	£264	£120
"	B	17	5	22	240	"
II.	A	2	8	10	168	"
"	B	4	12	16	180	"
III.	A	1	7	8	144	"
"	B	1	0	1	120	"
"	Temporary	12	8	20	180	"
		43	42	85		

"Boarding schools" are a necessity of a scattered population like that of Columbia. It may be interesting to give the details of one of them at Cache Creek. The teacher received a salary of £15 monthly, and the matron £10. The enrolments were eighteen boys and thirteen girls, with a total of thirty-one, but the average attendance in any one month never exceeded twenty, and the daily average was only fifteen. The expenditure in salaries was £320, the cost of each pupil on the roll and in average attendance being £10, 5s. and £20, 12s., respectively. The expense account included the following:—Butter, £35; labour, £65; furniture, £6; groceries and flour, £116; beef, £85; vegetables, £19; wood, £7.

The following are fair specimens of the kind of reports forwarded to the central authority regarding the statistics of the district schools :—

(a) Salary, £10 per month. Enrolled boys, 11 ; girls, 14 ; total, 25 ; present at inspection, 11 ; average daily attendance, 14 ; 6 pupils of last year have left, and there were 5 new pupils. Expenditure, £126, 10s. ; cost of each pupil on enrolment and average, respectively, £5, 1s. and £8, 10s.

(b) Salary, £12 per month. No inspection. Enrolled boys, 16 ; girls, 5 ; total, 21 ; average daily attendance, 11. Expenditure, £153, 12s. ; cost of each pupil on enrolment and average, £7, 8s. and £12, 18s. The examination papers were sent to this school and submitted to its pupils by the teacher.

(c) (A town school.) Salaries : Head master, £20 per month ; assistant, £10 ; head mistress, £14 ; assistant, £10. Enrolled boys, 150 ; girls, 105 ; total, 255 ; average daily attendance, 121. During the year 58 pupils had left, and 101 were entered for the first time. Expenditure, £716, 10s. ; cost of each pupil on enrolment and average, respectively, £2, 16s. and £5, 18s.

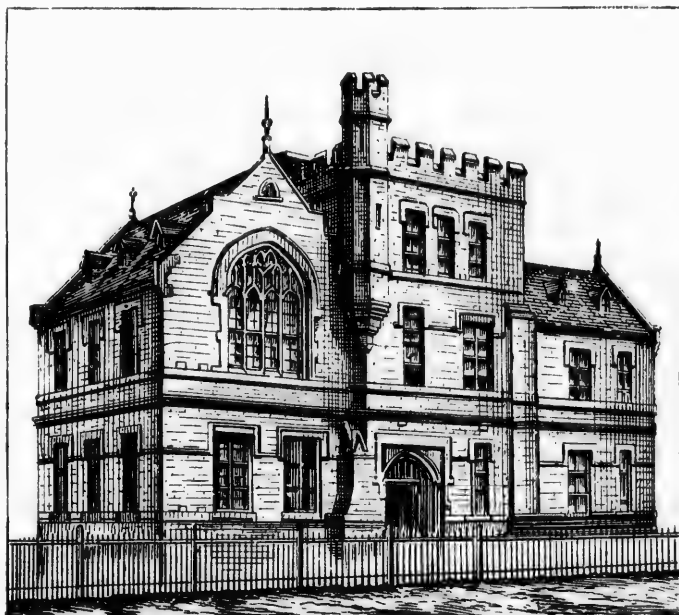
SCHOOL BUILDINGS.

One of the troubles of life, by way of comparison with the mother country, at all events, is the quality of the house accommodation. In recent reports, for example, it is declared of one district that "the school-house and teacher's residence are in a very ruinous condition, and made the subject of a petition to the Legislative Assembly." In another case during the year the school-house was burned down, and, owing to differences of opinion as to a proper site, it has not been rebuilt. The school is held at present in a farm-house, at a rental of £1 per month. In the case of the high school of the city of Victoria only lately has a change been made from the rough shanty of other days. Even in the new buildings it is complained that the boys' and girls' schools have been very much overcrowded, not only as respects the number of pupils under a single teacher, but also in the matter of space for each pupil, the class-rooms allotted being totally inadequate to the requirements of the school. The houses are chiefly of wood, and are somewhat limited in their dimensions. The school consists, as a rule, of one single apartment, but there is plenty of land in reserve for its benefit. In some cases as much as 100, or even 160, acres are set apart for the purpose. One school-house, with residence, is a building only 18 feet by 36 feet, but it contains three rooms and kitchen. The total value of the 68 school buildings and the land on which they are erected is at present £21,000, or an average of about £300 for each.

The cost of administration is not large. The salary of the superintendent is £300, with £46 for travelling expenses. The examiners of teachers for public schools receive £60, and the total outlay of the Education office for 1885 was only £598. Columbia, however, is a land with a future, and the historian of its educational affairs some twenty years hence may have larger, if not more encouraging, statistics to array for the information of his readers.



Victoria -



STATE SCHOOLS IN MELBOURNE.

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PART IX.—PRELIMINARY.

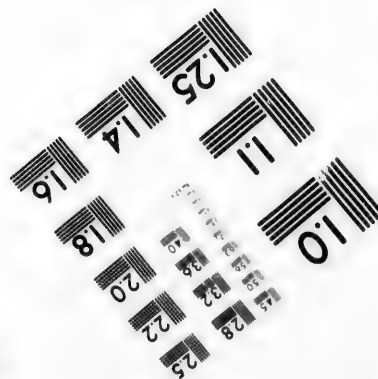
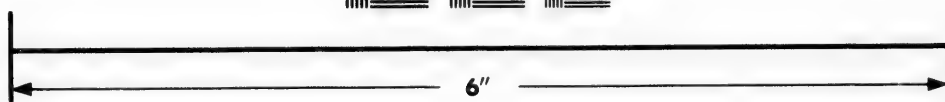
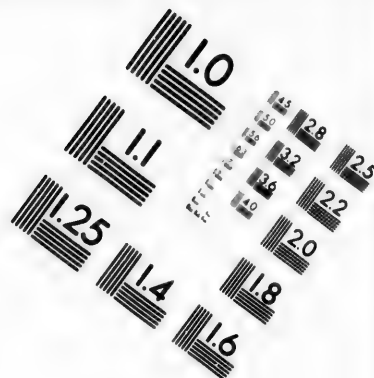
The educational system of the various parts of Australasia are as different from each other as in the separate provinces of the Dominion. The Colonies are under the shadow of the British Crown, but they are jealous of their individual success, and the rivalry which is prominent in the affairs of the commercial world is not without a place in the regulations which affect the schools. It may be well to place on record here the exact areas which are included in the various colonial districts of the South, in order to realise more accurately the educational statistics which are to follow.

The area of the Australian continent is estimated to be somewhat under three million square miles ; but that area, added to the areas of Tasmania and New Zealand, amounts to nearly three million one hundred thousand square miles. The following are the areas of the different colonies, the calculations being based on latitude and longitude, and the generally-accepted figure of the earth :—

	Square Miles.
Victoria - - - - -	87,884
New South Wales - - - - -	309,175
Queensland - - - - -	668,224
South Australia - - - - -	903,425
Western Australia - - - - -	975,920
Total Australia - - - - -	2,944,628
Tasmania - - - - -	26,375
New Zealand - - - - -	104,027
Total Australasia - - - - -	3,075,030

If the whole continent were to be divided into 100 equal parts, the area of Victoria would embrace three such parts, that of New South Wales 10, that of Queensland 23, that of South Australia 30, and that of Western Australia 34.

It may be interesting to compare the areas of the various Australasian colonies with those of European countries. Victoria is slightly smaller than Great Britain, the actual difference being only 122 square miles. The area of Great Britain is made up as follows:—England and Wales, 58,186 square miles ; Scotland, 29,820—total, 88,006. The area of New South Wales is larger by 162 square miles than the combined areas of France, Con-



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tinental Italy, and Sicily. Queensland is only smaller by 736 square miles than the following countries taken in combination :—Sweden and Norway, Austria-Hungary, Italy (Continental portion) and Sicily. South Australia is larger by 2675 square miles than the following :—Spain, France, Germany, Austria-Hungary, Denmark, Holland. The area of Western Australia exceeds by 4335 square miles the combined areas of the last-named countries, with the addition of three others, thus :—Spain, France, Germany, Austria-Hungary, Denmark, and Holland, as above, Portugal, Greece, Belgium. Tasmania is larger by 1405 square miles than Greece. New Zealand is smaller by only 955 square miles than Continental Italy and Sicily combined. The area of the Continent of Australia exceeds by 2786 square miles the areas of the following countries taken in combination :—Russia in Europe, including Poland and Finland, Sweden and Norway, Germany, Austria-Hungary, Turkey in Europe, Greece. And the area of the Australian continent (3,075,030 square miles), combined with the areas of Tasmania and New Zealand, exceeds by 2830 square miles the sum of the areas of the last-named countries, with the addition of the areas of Switzerland and Italy.

How far the population is scattered over this area will be realised from the following statement of the number of persons to the square mile :—

Colony.	Estimated Population on 31st December 1885.	Persons to the Square Mile.
Victoria - -	1,046,840	10·602
New South Wales - -	1,003,867	2·812
Queensland - -	287,475	·430
South Australia - -	304,515	·337
Western Australia - -	31,700	·032
Tasmania - -	126,220	4·786
New Zealand - -	540,877	5·199

These figures can be contrasted with the following preliminary and general statement regarding the educational activity beneath the Southern Cross. In every one of the Australasian Colonies the State system of education is compulsory and undenominational (or secular). Western Australia, however, grants some assistance to private denominational schools. Public instruction is free in Victoria, Queensland, and New Zealand ; but fees are charged in the other colonies, although they are partially or entirely remitted in cases where the parents are unable to pay them. The prescribed school age varies in the different colonies. In Victoria it is from 6 to 15 years, in New South Wales from 6 to 14, in Queensland from 6 to 12, in South Australia from 7 to 13, in Tasmania from 7 to 14, and in New Zealand from 7 to 13 years.

STATE SCHOOLS, TEACHERS, AND SCHOLARS.

The following table shows the number of State schools, teachers, and scholars in each Australasian colony during the year 1884 ;

also the proportion of scholars to population. It is to be noted, however, that in giving the number of scholars the colonies have not adopted a uniform principle. The "net enrolment" (or number of distinct children who attended for the whole or any portion of the year) is given for Victoria, New South Wales, and South Australia; the "mean quarterly enrolment" for Queensland and New Zealand; the number "on the rolls at the end of the year" for Western Australia; and the "gross enrolment" for Tasmania.

COLONY.	Number of Schools.	Number of Teachers.	Scholars	
			Number.	Number per 100 of the population.
Victoria, - - -	1803	3643	188,238	19·90
New South Wales, -	1912	3175	167,134	18·67
Queensland, - - -	425	1161	39,925	13·37
South Australia, -	452	1000	42,758	13·85
Western Australia -	74	102	3,052	9·44
Total, - - -	4666	9081	441,107	17·78
Tasmania, - - -	191	362	14,846	11·56
New Zealand, - - -	987	2447	97,238	17·60
Grand Total, -	5844	11,890	533,191	17·49

SCHOOL ATTENDANCE.

In the following table a statement is given of the number of scholars enrolled and in average attendance at the State schools of each Australasian colony; also the proportion of average attendance to enrolment:—

COLONY	Number of Scholars.		Percentage of Average Attendance to Enrolment.
	Enrolled.	In Average Attendance.	
1. New Zealand, - - -	97,238	72,657	74·72
2. Western Australia, -	3,052	2,241	73·43
3. Queensland, - - -	39,925	27,883	69·78
4. Victoria, - - -	188,238	120,701	64·12
5. South Australia, - -	42,758	25,048	58·58
6. New South Wales, -	167,134	95,215	56·96
7. Tasmania, - - -	14,846	7,297	49·15

In consequence of the number of scholars enrolled not being returned on the same principle for all the colonies, the proportions of average attendance in the last column of this table are not

strictly comparable. The proportions for the three first-named colonies are, however, it is believed, fairly comparable between themselves, as also are probably those for the next three. Thus it appears that in New Zealand attendance at school is more regular than in Western Australia or Queensland; and in Victoria it is much more regular than in South Australia or New South Wales.

COST OF PUBLIC INSTRUCTION.

The following table shows the cost of public instruction in all the Australasian colonies during the year ended 31st December, 1884, the amount paid by scholars being given separately from that contributed by the State. The expenditure on school buildings is included, but, except in the case of South Australia, it is believed that departmental expenses are in every case excluded:—

COLONY.	Amount contributed by the State.	Fees paid by Scholars.	TOTAL.
	£	£	£
New South Wales, -	774,357	56,767	831,124
Victoria, - - -	559,344	4,496	563,840
Queensland, - - -	139,508	...	139,508
South Australia, - -	102,123	25,264	127,407
Western Australia, -	9,470	1,332	10,802
Total, - - -	1,584,822	87,859	1,672,681
Tasmania, - - -	40,643	7,887	48,530
New Zealand, - - -	337,979	658	338,637
Grand Total, - - -	1,963,444	96,404	2,059,848

The large amount paid by New South Wales, as compared with the other colonies, will be at once noticed. Although the scholars under instruction in that colony were fewer by 21,104, or 11 per cent., than the number in Victoria, as shown in previous tables, the cost of instructing them is here shown to have been more by £267,284, or nearly 50 per cent.

Excluding the fees received from scholars, the amount paid by the State per scholar in average attendance ranges from £8, 2s. 8d. in New South Wales, to £4, 4s. 6d. in Western Australia, the amount in Victoria being £4, 12s. 8d. The following are the figures for the different colonies, which are arranged in order in accordance with the amount per scholar in each:—

	Amt. paid per Sch.		Amt. paid per Sch.
1. New South Wales	£8 2 8	5. Victoria	£4 12 8
2. Tasmania	5 11 5	6. Western Australia	4 4 6
3. Queensland	5 0 2	7. South Australia	4 1 7
4. New Zealand	4 13 0		

In regard to the cost to the State of instruction per head of population, New South Wales is at the head of the list, the amount being 17s. 4d., and Western Australia stands at the bottom with only 5s. 10d.

Amt. paid per head of Pop.		Amt. paid per head of Pop.	
1. New South Wales	- 17s. 4d.	5. South Australia	- 6s. 7d.
2. New Zealand	- 12s. 3d.	6. Tasmania	- 6s. 4d.
3. Victoria	- 11s. 10d.	7. Western Australia	- 5s. 10d.
4. Queensland	- 9s. 4d.		

In Australia, taken as a whole, the cost per scholar in average attendance is £5, 16s. 11d., and the cost per head of population is 12s. 9d. In Australia, with the addition of Tasmania and New Zealand, the cost per scholar is £5, 11s. 10d., and the cost per head is 12s. 5d. It must be remembered that all the amounts would be somewhat higher if departmental expenses, cost of inspection, etc., were included.

THE SCHOOL AGE.

The school age prescribed by law differs in the various Australasian colonies. In Victoria it is from six to fifteen years, in New South Wales from six to fourteen years, in Queensland from six to twelve years, in South Australia from seven to thirteen years, in Tasmania from seven to fourteen years, and in New Zealand from seven to thirteen years. In scarcely one of them, strange to say, have the census returns been compiled in such a manner that the state of education at its own school age can be ascertained from the published tables, much less compared with that obtaining at the school age of each colony. All of the colonies, however, have published their educational returns in quinquennial periods, so that the period from five to fifteen years has been adopted as an age at which the success of the respective educational systems can be conveniently judged. The following figures measure the education of the children of each colony at that age, the colonies being arranged in order :—

COLONY.	Proportions per 100 Children (5 to 15 years) Living who—		
	Could Read.	Could Write.	Could not Read.
1. Victoria - -	90	79	9
2. New Zealand - -	82	68	17
3. South Australia -	81	69	18
4. Queensland - -	80	66	19
5. New South Wales	78	64	21
6. Western Australia	78	60	21
7. Tasmania - -	76	61	23

Victoria stands at the head of the list, being much in advance of all the other colonies, both as regards reading and writing. As

the arrangement is in accordance with the numbers able to read, South Australia is placed below New Zealand, and Tasmania below Western Australia; but the order in these cases would have been reversed had the arrangement been in accordance with the numbers able to write, as the proportion of such was greater in South Australia than in New Zealand, and greater in Tasmania than in Western Australia.

So far as the education of adults is concerned, it is not an easy matter to form a correct opinion as to the degree of illiteracy which prevails. In compiling their returns of education, most of the colonies have excluded the Aborigines, but several of them have not separated the Chinese, or distinguished their educational attainments so as to admit of their being accurately deducted from the remainder of the population; and as the Chinese have been set down as illiterate if not able to read English, which few of them are able to do, the view which such colonies have given of the state of adult education within their borders is not so favourable as it should have been. Making due allowance for this omission, however, it is believed that the following figures will show the state of things throughout Australasia at the date of the last census:—

COLONY.	Proportions per 100 Adults (15 years and upwards) Living who—		
	Could Read.	Could Write.	Could not Read.
1. New Zealand - -	96	93	3
2. Victoria - -	96	92	3
3. South Australia -	96	91	3
4. Queensland - -	94	89	5
5. New South Wales	92	87	7
6. Western Australia	90	83	9
7. Tasmania - -	88	81	11

PART X.—NEW SOUTH WALES.

In giving the details of the different parts of the Greater Britain of the South, we begin with New South Wales, as the "great mother" from which have sprung all the other dependencies of Australasia. Its educational record has been onward and upward, but the system which is now prevalent is prescribed by the Public Instruction Act of 1880, modified by the regulations which are issued by his Excellency the Governor, with the advice of the Executive Council. Those which are now before us are dated 12th November, 1885. The Act of 1880 is not a long one, but it makes ample provision for the establishment of a sound system of education. It repeals the Act of 1866, and declares that "all the lands, moneys, securities, and personal properties, vested in, or held in trust for, or belonging to, the Council of Education, shall revert to and be held by the Crown, under the direction, control, and authority of the Minister for the time being." It affirms that all persons employed under the Department of Public Instruction shall be appointed and removed by the Governor, and all inspectors and teachers of schools so appointed shall be civil servants of the Crown. All lands acquired under the Act, or by grant, purchase, or bequest, for the purposes of public instruction, are held in trust for the maintenance of the several classes of schools which the Act specifies, and for no other, unless by formal legal mandate. The Act specifies the schools to be—(1) *Public*, in which the main object shall be to afford the best primary education to all children without sectarian or class distinction; (2) *Superior Public*, in towns and populous districts in which additional lessons in the higher branches of education may be given; (3) *Evening*, for the instruction of those whose primary education has been neglected; (4) *High*, for boys and girls, the former to complete the public school curriculum, or to prepare for the university. It is enacted that the weekly fees in the public schools shall not exceed threepence for each child up to four of one family, and for four or any larger number of the same family, the total amount is not to exceed one shilling. The fees are to be paid to the teacher in charge of the school or other person appointed by the Minister, and are to be sent to the Consolidated Revenue Fund. Any arrears can be recovered in a summary way before any justice of the peace. The fees of the evening schools belong to the teacher, and can be recovered in the same way as those for the day school. It is lawful for any station-master on the Government railway to issue a free pass to any child to travel

in suitable railway carriage or van to and from any of the public schools. In districts where, from the scattered state of the population and from other causes, it is not practicable to collect a sufficient number of children to form a permanent school, the Minister may appoint itinerant teachers under suitable regulations.

SCHOOLS.

During the past year, 1912 schools, embracing 2071 departments, were in operation. Before the beginning of the last quarter of the year, however, thirty-seven schools had, on various grounds, been closed temporarily or permanently, and thus the number open during that quarter was 1875 schools or 2032 departments. The whole school accommodation was equal to 151,166 places. The schools were organised in departments as follows:—1367 were public mixed schools for boys and girls; 42 were separate primary departments for boys and girls; 98 were separate infants' departments; 63 were separate departments for boys only; 63 were separate departments for girls only; 237 were provisional mixed schools for boys and girls; 111 were half-time mixed schools for boys and girls; 40 were house-to-house schools under itinerant teachers; 11 were evening public schools.

Public, half-time, and provisional schools are classified according to the number of children attending them. There are ten classes of public schools, three of half-time, and three of provisional. The classification of the schools in operation in the last quarter of 1884 is shown below:—

			Schools.	Departments.
1. High Schools (unclassified)	-	-	8	8
2. Public Schools and Half-time Schools:—	Required average attendance.			
Class I.	-	600 or above	21	63
" II.	-	400 to 600	22	65
" III.	-	300 to 400	19	51
" IV.	-	200 to 300	33	69
" V.	-	100 to 200	89	92
" VI.	-	50 to 100	203	204
" VII.	-	40 to 50	166	166
" VIII.	-	30 to 40	290	290
" IX.	-	20 to 30	486	486
" X.	-	Not exceeding 20	166	166
Unclassified	-	Under 20	84	84
3. Provisional Schools:—				
Class I.	-	18 to 20	68	68
" II.	-	15 to 18	73	73
" III.	-	12 to 15	79	79
Unclassified	-	Under 12	17	17
4. House-to-house Schools:—				
Unclassified	-	-	40	40
5. Evening Public Schools:—				
Unclassified	-	-	11	11

The teaching must be strictly unsectarian, but the words "secular instruction" are held to include general religious teach-

ing as distinguished from dogmatical or polemical theology, and lessons in the history of England and in the history of Australia must form part of the secular instruction. The hours for secular instruction are four daily, and a portion of each day, not more than one hour, is to be set apart that the children of any religious persuasion may be instructed by the clergyman or other religious teacher of that persuasion, but in all cases the pupils receiving such instruction are to be separated from the other pupils of the school. If two or more persuasions are anxious to give religious instruction it must be done on different days, and if the clergyman fails to put in an appearance the time is to be occupied with secular instruction. A public school may be established in any locality where after due inquiry the Minister is satisfied that there are at least twenty children who will attend regularly.

Children must attend school between the ages of six and fourteen for not less than seventy days in each half-year, and the penalty of neglectful parents is a fine of not more than five shillings for the first offence, and not more than twenty shillings for every succeeding offence, with an alternative of seven days' imprisonment.

SCHOOL ATTENDANCE.

In addition to the 167,134 enrolled children who, during 1884 or some portion of it, received instruction in schools maintained under the Public Instruction Act, there were 1332 who attended other State-aided schools, namely :—The Sydney Grammar School, 398 ; the industrial schools, 499 ; the orphan schools—Protestants, 153 ; Roman Catholic, 205 ; the school for the deaf and dumb and the blind, 77. Thus, of the total school population of 250,628 between the ages of four and fifteen years, about two-thirds, or 168,466, were in attendance at State schools in 1884 ; and about one-third, or 82,162, received instruction in private schools and at home, or else remained altogether untaught. Of the children attending private schools, 24,786 are reported to have been enrolled in Roman Catholic Church schools throughout the colony. It was not practicable to obtain a report of the number enrolled in schools belonging to the Church of England. In the absence of reliable returns as to the number of children attending all private schools and the number receiving instruction at home, it is impossible to ascertain even approximately the number of children who received no instruction whatever. The average attendance of those on the roll in 1884 was 68·42 per cent., according to the quarterly return, but only 56·96 for the year. The number who attended for 140 days or more was 50 per cent., and it is not a matter for surprise, therefore, to find the last annual report declaring that, "as regards the length of time during which the pupils are found enrolled in the year, there is still much room for improvement." Further, although 83,541 of the children on the rolls in 1884 were each in attendance not less

than 140 days in the year, it should not be forgotten that even 140 days out of the 230 upon which the schools are generally found open are, after all, but a very imperfect school attendance; and from the slight increase in the percentage of average attendance, it would appear that a considerable number of these more regular children do not in each half-year attend many days over the statutory 70. The law exerts itself, but in New South Wales, as everywhere else, there can be no true compulsion until the people themselves are willing. Out of 4802 cases of actual default discovered by the school attendance officer, 790 were truant children, 994 were children who had been sent out to work, and 3018 were those who had been kept at home to work, or allowed to stay away from school to play; of 2997 cases of authorised prosecutions, 2526 resulted in convictions, 267 were withdrawn, and 103 were dismissed; while the fines and costs of convictions amounted in the year to about £1600. As regards the working of the compulsory clauses of the Act, the principal officer remarks as follows:—"Experience has shown that in a large number of cases of prosecution for breach of the compulsory clauses of the Act, the same offenders have repeatedly to be dealt with. This is doubtless owing to the fact that the fines inflicted are so very small that it becomes much more easy to pay the fine once in a half-year than forego the earnings of their children or wards. In this way numbers of unfortunate children within the statute age are being deprived of even the most elementary education."

School attendance officers act also as school payment officers, and part of their time was last year occupied in visiting parents and guardians in reference to school fees—in order to investigate the grounds of the applications for free education, to inquire into the ability or inability of parents to pay arrears, and in some cases to collect money. Where the school at which the money was due had been closed, or where the parent had removed to an inconvenient distance from the school, the officer collected and remitted the money to the principal school attendance officer, or paid it to the teachers concerned. The amount so collected during the year was £411, 9s. 6d. When the parent owing arrears resided near the school and was known to be able to pay, the officer reminded him of his indebtedness, and advised him to pay the teacher; if, after due time and caution, he still neglected or refused to pay, the matter was taken into court, and of this there were forty-five instances during the year. Payment was generally made to the teacher before the matter went so far, and in this way a large amount of school-fee arrears has been realised. When the parent was unable to pay arrears, the officer, after making himself fully acquainted with the surroundings of the case, recommended cancellation of the debt. The arrears so cancelled during the year amounted to £649, 12s. 7d. Of the number of applications for free education, 1003 new certificates and 532 renewals were granted and issued, affecting 4587

children. The increasing number of applications for exemption from payment of school fees and for the cancellation of debts arise chiefly from the very serious effects of the droughts that have of late years visited the colony, and especially the interior parts of it. It is fully expected that when more favourable seasons prevail, these indications of poverty and distress will very sensibly decline, and perhaps wholly disappear.

STANDARDS OF PROFICIENCY.

New Standards of Proficiency came into force at the beginning of last year. When compared with those formerly in use, they present certain marked points of difference. The number of subjects taught to the lower classes were reduced. Increased importance was given to reading, writing, and arithmetic, and differential values were assigned to the several branches of instruction. Under the old standards all subjects were valued alike,—“Good” in object lessons carried the same number of marks as “Good” in reading, notwithstanding that the time and skill required to produce equal results in the two subjects differed greatly. In the same way, success in teaching arithmetic was estimated at no higher value than success in teaching outline drawing or singing by ear. The consequence was, that teachers were tempted to prepare pupils specially for the examinations in the more mechanical subjects, with a view to make up for deficiencies in the higher or more intellectual branches. Under the revised standards this temptation to “cram” finds no encouragement.

The first of these standards is designed for the guidance of teachers of infants' schools; the second, for the direction of teachers of primary schools, and of separate boys' and girls' schools. Each of the standards determines—(a) The minimum portions of each subject that pupils are required to learn in the intervals specified. (b) The maximum time that pupils are permitted to remain in each class. Teachers are at liberty to go beyond the standard, and will receive additional marks for so doing, provided they reach the standard in each prescribed subject. Promotion may be made at a more rapid rate than the standard prescribes, if the attainments of pupils justify such a course. In the lower classes special importance is attached to reading, spelling, writing, and arithmetic, and the marks are so regulated that no teacher can obtain a good report for his class who does not give the greater portion of his time to the teaching of those subjects. Full marks cannot be given at examination for any subject unless the prescribed *quantity* has been taught. In schools having a teacher to each class higher proficiency is expected than in those where two or more classes are taught by one teacher. Singing is so arranged that from the outset teachers may adopt either the staff or the tonic sol-fa notation.

The following are the requirements of the fifth or highest class :

—*First Half-year of Enrolment.*—Children enrolled one half-year must have completed the following course :—

Reading.—One of the following books, or an authorised equivalent :—

1. (A.S.S.) Reader V., to the end of Lesson 114. 2. (I.N.B.) 4th Supplement, to page 275.

Writing.—Ornamental, and three hands.

Dictation.—On unruled paper—Difficult passages.

Arithmetic.—The full course as treated in Hamblin Smith's Manual, or any equivalent.

Mensuration.—Todhunter's Mensuration for Beginners, to page 120.

Grammar } As prescribed for the senior or junior public examina-
Geography } tions at the Sydney University.
History }

Natural Science.—Physics or physiology. Physics—Balfour Stewart's Lessons in Elementary Physics. Physiology—Huxley's Lessons in Elementary Physiology.

Euclid.—Books I. and II., with exercises.

Algebra.—Todhunter's Algebra for Beginners, to Chapter IX.

Latin (for boys).—Smith's "Principia Latina," to Exercise 21 (Part I.).

French (for girls).—Schneider's "First Year's French Course," to Exercise 85.

Drawing.—Geometrical Drawing; Royal, Vere Foster's, or Collins' Series. Collins' Advanced Drawing Books, Nos. 22 and 24. Drawing from wire models—hexagon, pyramid, cylinder, flat circle, and square.

Music.—Staff notation, major and minor modes, part singing, consonant and dissonant intervals, inversions.

Scripture Lessons.—As in fourth class.

SECOND HALF-YEAR OF ENROLMENT.—

Reading.—1. (A.S.S.) Reader V., to the end. 2. (I.N.B.) 4th Supplement, to the end.

Writing } As in last half-year.
Dictation }

Arithmetic.—As before. *Mensuration*—Todhunter's, to end.

Grammar }
Geography } As in last half-year.
History }
Natural Science }
Music }
Scripture Lessons }

Drawing.—From plaster models, or from groupings of wire models.

Euclid.—Books III. and IV., with exercises.

Algebra.—Todhunter's Algebra for Beginners, to Chapter XXII. inclusive.

Latin.—Smith's "Principia Latina," Part I., to Exercise 28 inclusive.

French.—Schneider's "First Year's French Course," to end. Caron's "French Reader," to Exercise 152.

NOTE.—Where there are pupils in a fifth class in third half-year, it is expected that trigonometry will be introduced; and provided the pupils are able to work as far as page 104 of Todhunter's Trigonometry for Beginners, full marks (100) will be awarded.

VALUES OF SUBJECTS TAUGHT TO FIFTH CLASS.—Reading (reading, 20; derivations, etc., 30), 50; writing, 30; dictation, 50; arithmetic (arith-

metic, 70; mensuration, 30), 100; grammar (accidence, 10; parsing, 20; analysis, 10; prosody, 10; composition, 30), 80; geography, 40; history, 50; natural science, 70; geometry (Euclid, 70; exercises, 30), 100; algebra, 70; Latin, 100; French, 100; drawing, 30; music, 30; Scripture, 60.

The subjoined table is intended to show the number of pupils examined, and the percentages that passed last year in the different subjects:—

Subjects.	Number of Pupils Examined.	Percentage of Passes.
History—		
English	14,639	83
Australian	8,783	87
Scripture and Moral Lessons	39,440	85
Object Lessons	66,343	89
Drawing	26,518	85
Music	73,266	88
French	590	87
Euclid	4,110	99
Algebra	1,945	82
Mensuration	1,733	71
Latin	911	85
Natural Science	1,179	85
Trigonometry	97	100
Needlework	30,214	92
Drill	72,964	85

Superior public schools number twenty-six, and comprise seventy-five departments. They have been established in most of the larger towns, and meet a real want, especially where high schools or superior private scholastic institutions do not exist. The education given in them includes, in addition to the subjects forming the primary school course, instruction in mathematics, Latin, and French. Formerly a special fee was charged for these branches, but as it was found that the imposition of the fee prevented many children from receiving the full benefits of the State system of education, and worked injuriously in other ways, it was abolished. Superior public schools can only be established where twenty children capable of passing the fifth-class standard can be found. Teachers of such schools are usually the best in the service, both as regards literary acquirements and skill in teaching.

Night schools are not popular institutions, and usually they have but a brief existence. At the beginning of 1884 the number in operation was twenty-one; at the close of the year that number had dwindled to eleven. Hitherto it had not been deemed advisable to encourage the attendance of females at these schools. Elsewhere mixed schools have been tried, but have not been found to work well. The course of instruction is limited to reading, writing, and arithmetic; and the minimum age of the

pupils is fixed at fourteen years. The experience so far gained respecting them tends to show that their usefulness is very limited.

During the past year forty house-to-house schools were in operation. A house-to-house school is composed of the children of families residing in localities several miles apart. Each locality forms a teaching station, and the teacher journeys from station to station, and collects as many children as possible at a central point. The number of stations under one teacher varies from three to five; these constitute a house-to-house school. The instruction is confined to reading, writing, dictation, and arithmetic. Every itinerant teacher is required to prepare a programme of his work, and to submit it for the approval of the inspector. One of the essentials of such programme is that adequate provision shall be made for a systematic course of home lessons. So far, experience would seem to warrant the conclusion that this class of schools is doing good service.

Eight high schools, four for boys and four for girls, have been in operation throughout the year, but the degree of success which has attended their working has not been of a uniform character. Having regard to the moderate fees charged, and to the superior character of the education offered, the amount of support which high schools have received from the public is not encouraging. The total attendance at the schools is only about 450, the outlay for salaries being £5629, and the income from fees £2348.

The crown of the educational system of the colonies is the University of Sydney, incorporated in 1851. It owes its existence largely to the patriotic efforts of the great Australian statesman, Wentworth, aided by Sir Charles Nicholson, and other prominent colonists. It enjoys a public grant of £16,000 annually, but has been enriched by princely bequests from wealthy colonists, the largest of which is that of Mr. Challis, for £180,000. Its degrees and diplomas are both recognised throughout the British world, and its professors and lecturers have always been men of high academic distinction.

TEACHERS AND THEIR PAY.

The supply of teachers is obtained from three sources. The two training schools furnish fully six-sevenths of those who are needed to fill vacancies in the larger schools, while the remaining seventh employed in such schools have received their training in other countries. The teachers of small bush schools are usually selected from local applicants who have been educated in one or other of the public schools of the colony. They must be at least eighteen years of age, of good moral character, have received the necessary preliminary training in a public school, and have been furnished with a certificate to the effect that they are competent to manage a small school. The number of teachers trained in this manner and appointed to schools during the past year was 271.

There are several advantages arising from this mode of obtaining teachers. The inspectors take the entire responsibility of providing them ; their training costs the State nothing ; they are accustomed to the bush, and they are usually to be found at short distances from vacant schools. Provided they show fair aptitude for the work, and otherwise give satisfaction—and the great bulk of them do this—they become eligible at the end of two years for admission to the training schools. Many of the best and most successful teachers in New South Wales have entered the service in this way.

Non-resident male students only are received into training, as no accommodation has as yet been provided for lodging and boarding them on the premises. At the training college for female teachers, on the other hand, all are resident students, and last year their number was twenty-eight. Students who satisfy the necessary conditions for entrance to the training colleges, and pass the prescribed examination, may receive the following allowances—to married couples, £8 per month ; unmarried persons, £6 per month. Applicants for admission must be not less than twenty, and, as a rule, not more than thirty years of age. Teachers of all ranks in the service number 3175. There are 823 pupil-teachers employed in schools under the department—272 males and 551 females. They are engaged for four years, and are expected, at the close of their term of service, to pass into the training school. They are not, however, deemed eligible for admission to training unless they have passed all the prescribed yearly examinations. In addition to the instruction which they receive from the teachers, those in the metropolitan district assemble on Saturdays, and receive instruction from 9 a.m. to 12.30 p.m. in music, drawing, French, Latin, and drill. On Wednesday afternoons the male pupil-teachers meet at 4.15 p.m., and receive lessons in mathematics. Special teachers have been appointed to conduct these pupil-teacher classes, and all arrangements in connection with these are under the general supervision of the principal of the training school. The number of work-mistresses employed at the close of the year was eighty-eight. In 1882, £12,000 was voted by Parliament in payment of salaries to work-mistresses. In 1883 the vote was reduced to £7000. Large retrenchment followed. Salaries in all cases were reduced, and the services of many work-mistresses dispensed with. The ordinary teachers have been required to take a more active part in the teaching of needlework, and this policy is to be continued.

Every applicant for employment as a teacher must undergo a course of training before being permanently appointed, unless he has previously been trained in some recognised training school. He must sign an undertaking to accept such employment in any locality indicated by the Minister. Teachers are civil servants, and are entitled to all the advantages and subject to all the restrictions of that position. As a general rule, no person is appointed as a teacher unless he has been examined and classified. No

appointment will be ratified, however, until his competency has been tested in that manner. Teachers are classified in grades which are known as A, B, and C, and this classification is liable to reduction or cancellation, for inefficiency, gross neglect of duty, or serious misconduct. Teachers must give not less than one month's notice of their intended resignation, which takes effect on the last day of the month indicated. They are prohibited from engaging in any occupation not having a distinctly educational character, unless the sanction of the Minister has been previously obtained. In schools containing female children, but no female teacher, it is the duty of the teacher's wife to teach needlework to the girls during at least four hours each week. In forming an estimate of the efficiency of schools, the competency and usefulness of the teachers' wives, and the time they devote to school duties, are always taken into consideration.

For the first-class certificate the teacher must pass in reading (500 marks), writing (500), arithmetic (1000), grammar (1000), geography (800), art of teaching (700), sanitary science, for females only (500), drawing, the full D (500), vocal music (500), history of England and Australia (700), English literature (800). There are alternative groups for males as follows :—(I.) Algebra to binomial theorem, Euclid I.—VI., and trigonometry (1000 each). (II.) Latin—Virgil and Livy (2000); Greek—the Anabasis I., II. (1000); French grammar, translation of selected authors, and composition (1000); German grammar and selections from Schiller and Goethe (1000). In this group two languages must be taken, one being Latin. (III.) Natural science, chemistry, geology, zoology, botany, physiology, sanitary science (750 each). Any four of these sciences may be taken. (IV.) Euclid I.—VI., Algebra, and Latin. (V.) Euclid, algebra, and any two sciences in Group III. (VI.) Latin, including Horace, with any two of the following sciences—chemistry, physics, physiology, and geology. The alternative groups for female candidates are equally varied, but less extended in their demands.

Teachers can only be promoted from one class to another by examination; but in each class a teacher may be advanced without examination to a higher grade for good service. Those who are desirous of being promoted to more important schools must intimate their wishes to the inspector of the district in writing. A list of such teachers is kept in the Department of Public Instruction; and, except in special cases, promotions are made in accordance with the principle of classification and seniority.

Pensions and retiring allowances are evidently given with a more liberal hand in New South Wales than at home. The late under-secretary, Mr. Wilkins, who had to quit office about a year ago on account of bad health, retired with £2400; Mr. Fisher, the late teacher of music in one of the training colleges, received £834 on withdrawing from work, while to certain aged and infirm teachers of public and provincial schools there was last year allocated the sum of £3133.

The following are the emoluments of teachers of all ranks :—

KIND OF TEACHERS.	MALE.			FEMALE.		
	£Salary.	Value of Residence.	£Income.	£Salary.	Value of Residence.	£Income.
Teachers of I.A. in 1st class schools, .	400 plus	100 equal	500	300 plus	26 equal	326
" I.B. in 2nd " .	336	100	436	252	26	278
" II.A. in 3rd " .	252	80	332	204	26	230
" II.A. in 4th " .	240	80	320	192	26	218
" II.B. in 5th " .	228	80	308			
" II.B. in 6th " .	216	80	296			
" III.A. in 7th " .	180	50	230			
" III.B. in 8th " .	156	50	206			
" III.C. in 9th " .	132	50	182			
" III.C. in 10th " .	108	20	128			
Teachers unclassified in charge of 1st class Provisional Schools, .	90	..	..	
Teachers unclassified in charge of 2nd class Provisional Schools, .	75	..	..	
Teachers unclassified in charge of 3rd class Provisional Schools, .	60	..	..	
First Assistants of Class I. in 1st class schools .	250	..	..	68	..	..
Second Assistants of Class II. in 1st class schools .	150	..	..	120	..	..
Third Assistants of Class III. in 1st class schools, .	108	..	..	100	..	..
Assistants of Class II. in 2nd class schools, .	130	..	..	144	..	..
" " II. in 3rd " .	150	..	..	114	..	..
" " III. in 4th " .	150	..	..	114	..	..
Pupil-Teachers of Class I. .	66	..	..	48	..	..
" " II. .	54	..	..	36	..	..
" " III. .	42	..	..	30	..	..
" " IV. .	36	..	..	24	..	..
(a) Workmistresses in 1st class schools, with not fewer than 250 girls, £120 per annum.						
(b) " " " " " " 150 " £100 "						
(c) " " 2nd " " " " £90 "						
(d) " " 3rd " (2½ days a week) " £84 "						
(e) " " 4th " (2 days a week) " £48 "						

Evening school teachers' salaries :—In addition to school fees, a salary of £20, £26, £32, or £38, according to the number of pupils in average attendance, is paid to evening school teachers.

In schools ranking below Class IV. the salaries of unmarried teachers, and of married teachers not assisted by their wives, as required by regulation, are £12 per annum less than the rates already stated.

As an example of the satisfactory manner in which teachers carry on their work in even the rural regions of New South Wales, we quote the following from a recent letter by a Victorian who had spent his holidays on a courting expedition upon the New South Wales side of the Murray :—"I chanced upon a small country school; and it may interest your readers to learn what little I saw and heard concerning it. The school building, which was adapted to an average attendance of 30, was about the size of one of our portable schools, but neater in appearance. On entering, I found that along the whole of one side was a corridor some 8 feet wide; which contained an excellent lavatory at the top end, near which is the door leading into the school. Upon the walls of this

corridor were pegs for hats, cloaks, etc. This passage appeared to me an admirable improvement, as it excludes draughts from the school, and provides for hanging wet wraps outside, the children, after performing their ablutions at the lavatory, entering dry and neat to their work. The schoolroom was a cheerful apartment, 30 x 25, with ample wall space for maps and diagrams, and furnished very neatly with cedar furniture. In the schoolmaster's residence there were five rooms—they were large rooms, and there was a fine wide passage. The school grounds, excellently fenced, contain two acres; but there are eight acres more in the school reserve to be fenced in at some future time. The teacher, besides his house rent-free, told me that he received £150 per annum fixed salary, which depends upon his status in the department, and not upon attendance or results. His daughter also receives £16 per annum for teaching sewing for an hour daily, but she had to suffer no competition in order to obtain the position, the teacher's female relative, if competent, being appointed to teach sewing as a matter of course. Practically, then, this teacher—the school is called the Black Range—had £166 per annum salary, a free house, and in addition had grass for a horse or cow. I only saw eight children at school, and believe that the average attendance never exceeds 20, though I understand the school is classed as one of 30. I did not witness the instruction, as I arrived just at the hour of dismissal; but judging by the educational exhibits at the Albury Agricultural Show, I should fancy that, not having to teach programme, and also 'the class below' for results, the New South Wales rural schools can turn out much better mapping, sewing, etc., than is ordinarily to be seen in a very small Victorian country school." The moral to this brief sketch is evident: avoid payment by results if you desire to produce creditable work in any kind of elementary school.

THE CHILDREN OF THE STATE.

There is no such thing as a workhouse for children in New South Wales, nor even an asylum or big school. The boarding out or family system is universal, the object of the Legislature being to bring to bear upon all destitute children the elevating influences of family life. The children of the State, as they are called, are placed in the care of people of good character as members of the family, and are regularly visited by ladies, who give their unpaid services, as well as by officials, to see that they are properly treated. The whole system is under the charge of a board known as the State Children's Relief Department. The Hon. Arthur Renwick is the president, and his annual report to Parliament for last year contains a highly interesting account of the work. Commenting on this report, a writer in the *Globe* points out that the operations of the State Children's Relief Department are based upon the principle that children, whether simply destitute or actually criminal, are not likely in the one case to grow up virtuous or in the other to be reclaimed from vice, if they are sub-

jected to the companionship of paupers and criminals. Only such training as they are likely to receive in a well-conducted family can be relied upon to secure either result. It is obvious, however, that family training is not always to be had for the asking, and the success of the system must depend upon two conditions. There must be a sufficient number of honest and trustworthy people of a suitable class willing to take the children of the State under their tutelage, and extreme care must be used both in selecting homes and in supervising their inmates. It is highly probable that in a new country, where labour is scarce, it will be much easier to find homes than it is in England. Thus far, at any rate, no difficulty seems to have been experienced. The first danger to be provided against is that of making the guardianship of the children too remunerative. A woman has been heard to say that she was not going to work herself to death when she could have a State child to work for her, and no doubt, if the pay were high, it would be difficult, by any system of inspection, to provide that the children would not be taken for the sake of the money, and then half-starved or otherwise ill-treated or neglected. The allowance is, therefore, as small as will allow the children to be properly fed and clothed; and in the case of those under a certain age the provision that they must regularly attend school goes far to secure that they shall not be taken for the benefit of their labour in the house or the field. In the public elementary schools the State children are in no way distinguished from the other scholars, and, as a rule, it would appear that their peculiar position is known only to the teacher, who has to report upon them from time to time to the Government.

Rather over 1000 children were boarded out during the year to which the report applies, and very satisfactory accounts are given of their condition by foster-parents, teachers, unofficial visitors, and by themselves. The foster-parents often become so strongly attached to the children that they object to part with them when, from any cause, they are called upon to do so, and even offer to keep them without the Government allowance. On the kindness shown by these persons Mr. Renwick cites Captain Jekyll, of the Queensland Prison Department, who writes:—"I had no prejudice against your boarding-out system, but I must admit I was not prepared for such results as those I witnessed. I could not believe, unless I had seen them, that people living in such good homes would have undertaken to look after other people's children. It has convinced me that there is more philanthropy in the world than I thought, and that the maternal instinct is in some women without bounds." So completely in some cases do the guardians adopt the children as their own that they are sent to school in their names. The testimony of the teachers is uniform as to the care which is taken of the children by their foster-parents. One remarks that they have a "contented look which is not to be seen in children under the barrack system." As to the supervision of the children, it is on record that 6156 visits of inspection were

made during the year, 3278 by lady visitors, and 2878 by the Board's officials. This averages nearly five visits to every child, and as these are paid at all sorts of unlikely times, it may fairly be presumed that the favourable reports of the visitors are justified by the facts. The children who can write correspond directly with the department, and the pages of juvenile letters appended to the report strike the reader as genuine productions, though their expressions of satisfaction would hardly be taken as conclusive without the independent testimony by which they are confirmed. Here is the first on the list, which is, perhaps, as characteristic as any; it is candid at any rate:—

I am now going to write you these few lines as you asked me to do. I am very happy and comfortable; I would far sooner live here than in the asylum. I get plenty to eat and have got a grand place. I have plenty of good clothes, but I cannot go to school, because my eyes are too sore; but I get taught at home. This is a better place than the last. I am in no trouble. I ran away once and would not do as I was told, and would not come home at night, but I don't mean to do it again. I am very sullen and bad tempered; when I am sullen I won't speak when they talk to me. So no more this time.--E. R.

The system has not been in operation long enough for a conclusive judgment as to its results. The children to whom it has been applied, as the writer in the *Globe* remarks, are not yet grown up, and it has to be shown what sort of men and women they will make. There can be no doubt, however, that their prospects are much better than those of young people sent to situations from a workhouse or district school. Mr. Renwick justly takes credit to his board for the fact that of 1616 children whom it has placed out in families, it has only lost control of 14, and has absolutely lost sight of only four, who have absconded. Running away seems to be practically almost unknown. These facts are, no doubt, the best proof that could be given of the care used in the selection of foster-parents. Considering the great difficulty which this must present, it is satisfactory that only half a dozen cases occurred during the year in which the removal of children was necessary, owing to their guardians' misconduct. The faults are stated to have been really grave in only two instances. In one of these the "mother" turned out to be a drunkard, though her home was very comfortable; in the other the children were neglected, and they were not only removed, but a fine of £5 was inflicted. Two or three cases are mentioned in which entire reformation of young criminals appears to have been effected by the influence of the homes to which they have been sent. There was a boy, for example, who had come to be regarded by the police as having regularly entered upon a life of crime, but who turned out so well after his first half year on one of the South Coast dairy farms, that his employer doubled his pocket money and sent the department double the money due to him as wages, to be placed to his credit in the savings bank. In other instances quoted, agricultural life, under the care of honest farmers, has turned out to be an ex-

cellent reformatory discipline. The observation of this fact has led the department to seek for guardians among farmers in preference to men of any other occupation. As many as 254 have been entrusted with the care of State children, while shopkeepers, who follow next in order, number only 31. Experience is considered to have shown that it is absolutely necessary to keep the boys from the vitiating influence of town life, and this is most effectually secured by locating them upon the large dairy farms of the colony.

COST OF THE SYSTEM.

The average cost per child of the year's enrolment is as follows:—For school premises, £1, 16s. 3d.; maintenance of schools, £2, 11s. 3½d.; for administration, 8s. 3d.—total, £4, 12s. 7½d. According to the average attendance, the total cost is £8, 2s. 7½d. per pupil; but, deducting the amount paid for fees, which in the year 1884 amounted to £56,766, the actual average cost to the State is £6, 18s. 10½d., or, exclusive of school premises, £4, 1s. 2½d. The following was the expenditure during the last financial year:—

	EXPENDITURE.	Per-centage of Total Expenditure.
I. SCHOOL PREMISES AND ARCHITECT'S EXPENSES: For sites, new buildings, additions, repairs, and rent - - - - -	£304,383 9 7	39·30
II. MAINTENANCE OF SCHOOLS, NOT INCLUDING ADMINISTRATION, etc.:—		
1. Ordinary Schools—Teachers' salaries and allowances - - - - -	374,774 13 0	48·40
2. Ordinary Schools—Other maintenance expenses - - - - -	19,403 11 4	2·50
3. High Schools—Teachers' salaries, etc. - - - - -	5,644 6 6	·73
4. High Schools—Other maintenance expenses - - - - -	547 15 0	·07
5. Kindergarten and Cookery Instruction - - - - -	649 1 4	·08
III. ADMINISTRATION EXPENSES:—		
1. General Management - - - - -	11,035 3 7	1·43
2. Chief Inspector's Branch, including Training Schools - - - - -	35,064 17 5	4·54
3. Chief Examiner's Branch - - - - -	2,502 16 0	·33
4. School Attendance Branch - - - - -	13,984 11 5	1·80
IV. RETIRING ALLOWANCES:—		
1. To Mr. Wilkins, late Under-Secretary - - - - -	2,400 0 0	·31
2. To Mr. Fisher, late Teacher of Music - - - - -	834 0 0	·10
3. To certain late Teachers of Public Schools - - - - -	3,036 15 10	·40
4. To certain late Teachers of Provisional Schools - - - - -	96 5 0	·01
	£774,357 6 0	100·00

SCHOOL INSPECTION.

The inspectoral staff at the close of 1885 consisted of a chief inspector, a deputy chief inspector, eight district inspectors, sixteen inspectors, and eight assistant inspectors. The duties are well defined by the regulations to which we have already referred. They are to enforce the provisions of the Act and the rules of the department, but their decisions are subject to appeal to the Minister. They are authorised to determine all questions of school management, and to take the teaching of a class or of a school into their own hands for a time to show the teacher how defective methods may be improved. This implies, of course, that they are practical and experienced men, and not the mere nominees of patronage as in the mother country. Their reports must be forwarded to the Minister within six days of the inspection. In their intercourse with teachers they are to be guided by feelings of respect for the teacher's office, and of sympathy with his labours. They are to exhibit every possible courtesy, treating teachers at all times with the consideration and kindness which the difficulties of their position demand. The inspector's remarks upon the state of a school visited by him must at the close of the examination be entered in the observation book of the school, which, as a record, is to be carefully preserved. Entries therein are not to be erased or altered.

THE TECHNICAL COLLEGE.

A Board of Technical Education was appointed on the 1st August, 1883. On 1st October following, the Technical College of the Sydney Mechanics' School of Arts, which had been subsidised by the Government for four years previously, was transferred to the management of the Board; and the large hall, the chemical laboratory, the Art room, and seven other apartments were leased from the Committee of the School of Arts. In order to provide accommodation for additional classes, a large block of buildings was rented, and permission was obtained by the Board to use other rooms. The cookery classes have been provided for by the rental of a room in the Royal Arcade. About 30,000 feet of floor space is now occupied by the operations of the Board, and it is anticipated that a considerable addition will shortly be required. The course of studies for the students and system of instruction adopted in the College accord with the practice of the City and Guilds of London Institute, with such modifications as seemed necessary to meet local requirements and appliances. The number of individual students who received instruction at the technical college during at least one session of the year was 2128. The individual students enrolled numbered 598 in the first quarter, 927 in the second quarter, 1144 in the third quarter, and 1000 in the fourth quarter, giving an average for the year of 917 persons. The average attendances during the year was 642.

Out of 1000 students who attended the classes of the technical college in the last quarter of the year, there were 87 carpenters, 70 teachers, 55 engineers, 37 stonemasons, 31 architects' assistants, 28 plumbers, 25 chemists, 22 house-painters, 20 draftsmen, 18 bricklayers, 16 drapers, 15 coach-builders, 14 mariners, 11 printers, 10 boiler-makers, 10 jewellers, and representatives from 75 other trades or professions carried on in the city. In a competition at South Kensington, conducted by the examiners of the Science and Art Department of Great Britain, one of the students of the college won a bronze medal for modelling, and another a prize in the grade applicable to art-masters and teachers, whilst others gained distinction in drawing from the antique and modelled ornament.

The total advance from the Parliamentary vote for technical education in 1885 was £17,093, 3s. 4d., which was expended by the Board as follows:—Apparatus (including probable cost of indents of articles not yet received from Europe), £3550, 7s. 7d.; rent, £2797, 8s. 4d.; allowances to teachers (exclusive of £1838, 1s. received by them as fees from students), £4318, 5s. 6d.; administration, etc., £1695, 14s. 5d.; fittings and furniture, £1855, 16s. 8d.; popular science lectures in country districts, £935, 2s.; popular science lectures in Sydney, £334, 8s.; advertising, etc., £641, 11s. 8d.; lighting, £280, 13s.; general expenses, £232, 16s. 2d.; examiners' fees, £128, 2s.; library, £107, 10s. 11d.; incidental expenses, £98, 2s. 1d.; stationery, £45, 19s. 9d.; prizes to students, £35, 11s. 6d.; repairs, £16, 16s.; rates, £10, 16s. 8d.; insurance, £8, 1s. 6d. The fees paid by students of the technical college amounted to £1838, 1s., being an increase of £365, 2s. over the sum received during the previous year.

SPECIMENS OF WORK.

Those who are interested in the results of the New South Wales school system, had an opportunity to examine the specimens which were on view at South Kensington. There were specimens of the geometrical models for use in science and art classes, prepared by Mr. James Pringle, of Bathurst, and various scales which illustrate the geological features of the colony. The specimens of work which had been done by the students of the Technical College, Sydney, were more than two hundred in number, and embraced modelling, carpentry, masonry, naval architecture, plumber work, freehand and perspective drawing, decoration, etc. The public school exhibits included some beautiful specimens of needle and fancy work, copy-books, drawings, maps, and models. The schools which contributed to this part of the show were—Camden-park, Fort-street Model (Sydney), Glen Innes, Goonellebah, Jembaicumbene, Jerilderie, Molony, Mount Kembla, Waterloo, Whittingham, Wickham, and Windsor. The following are the statistics of these schools regarding their numbers on the roll and in average attendance, with the total

amount of salaries paid to the teachers. They are fairly representative of the larger and the smaller amounts :—

	Roll.	Average Attendance.	Salaries.
Camden Park, . . .	54	40	£175
Fort-street, . . .	1385	939	3340
Glen Innes, . . .	266	160	449
Goonellebah, . . .	62	38	180
Jembaicumbene, . . .	80	57	283
Jerilderie, . . .	50	40	105
Molony, . . .	191	145	382
Mount Kembla, . . .	120	75	216
Waterloo, . . .	529	364	1052
Whittingham, . . .	55	36	180
Wickham, . . .	831	604	534
Windsor, . . .	411	292	967

CADET CORPS.

Some twelve years ago much zeal and activity were displayed in the formation of cadet corps in connection with public schools. Several corps were established in the metropolitan district, and in other parts of the colony. Both parents and pupils espoused the movement with warmth, and for about three years cadet corps flourished. For some reason, however, the chief organiser of the movement suddenly ceased to manifest an interest in the several corps, and in a short time they collapsed. It is declared, however, that the cadet movement conferred benefits not merely on the young persons who joined it, but on the colony generally. Cadet corps, formed chiefly of young persons who had left the public schools, continued to exist outside the department. At the beginning of 1884 all business connected with the control of the public schools cadet corps was transferred from the Department of the Colonial Secretary to that of the Minister of Public Instruction. Certain rules were drawn up with a view to the proper organisation and regulation of the several corps. From a recent report it would appear that nine new corps have been established during the year, that the total number of corps is twenty-two, and that these include 1009 members. With regard to the efficiency of the corps, it is reported as follows :—The corps have shown marked progress in drill and discipline. Target practice in connection with the several corps has been carried out once weekly (on Saturday) during the year, and the cadets show great proficiency in the use of the weapons with which they are armed.

PART XI.—VICTORIA.

We pass from New South Wales to Victoria, which ranks first on the list of Australian colonies in the way of population. The basis of the State educational system of Victoria is that secular instruction shall be provided, without payment, for children whose parents may be willing to accept it; but that, whether accepted or not, satisfactory evidence must be produced that all children are educated up to a given standard. It came into operation on the 1st of January, 1873, and prescribes that the parents of children between the ages of six and fifteen shall cause such children to attend school for at least sixty days in each half-year, unless there is some valid reason to prevent them from so doing. The manner in which the State schools shall be carried on is fully explained in "the Regulations," which correspond with the British Educational Codes, and are duly presented to both Houses of the Victorian Parliament. The course of Free Education is distinctly specified for all the various grades. Class I. must be familiar with some common "reader" of the level of our first standards, and must be learning some of the poetry in the book. Writing is to be taught on slates, and to include small letters, short words, and capitals, from copies on the blackboard, and from dictation. In arithmetic the pupil is carried forward so as to count up to 100, to read and write numbers up to 20, with oral addition and subtraction of numbers each less than 11. Object lessons are to be given on common facts, and those girls "who are able to learn" are to commence needlework. Drawing also is included in the form of suitable elementary exercises. The cloven foot of the mistaken educationist begins to appear in the orders for Class II., where it is stipulated that "the average age of scholars shall not exceed nine years." The course is gradually expanded in Class III. (average age should not exceed 10 years 6 months), Class IV. (average age should not exceed 12 years), Class V. (average age should not exceed 13 years 6 months), up to Class VI. (average age should not exceed 14 years 6 months), where the requirements are as follows :—

Reading, Spelling and Explanation, and History.—The Sixth Reader and newspapers.

Poetry or Prose.—To learn passages from the Reader.

Dictation and Composition.—Dictation from the Reading Book or a newspaper; composition—more advanced exercises.

Writing.—In copy-books, running hand.

Arithmetic.—To vulgar and decimal fractions, compound proportion, and interest, inclusive.

Grammar.—Full parsing; analysis; the structure of words; the rules of syntax and their application.

Geography.—That prescribed for the Fifth Class, and the descriptive geography of Asia, Africa, and America.

General Lessons.—Object lessons, and lessons on the general characteristics of animal and vegetable life; the principal divisions of the animal and vegetable kingdoms; the chief organs of the body.

Needlework for Girls.—To put work together, cut out, and do all kinds of plain needlework.

Singing (where practicable).—All notes, dotted notes, and rests, from the semibreve to the demisemiquaver; a general knowledge of major keys up to three sharps and three flats, and the names of the key-notes up to five sharps and five flats; the construction of the chromatic scale; the time signatures $\frac{1}{2}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{3}{8}$, $\frac{4}{8}$, $\frac{6}{8}$, and their accents; the ordinary signs, terms, and marks of expression and speed; modulation into the keys of the dominant and sub-dominant. Melodies of moderate difficulty, introducing examples of the above modulations, and songs written in two-part harmony.

Drawing (where practicable).—That prescribed for the Fifth Class; figure and flower drawing, constructive geometry and perspective.

Drill and Gymnastics.—As for the Fifth Class.

Note.—In the Sixth Class, exercises in Arithmetic should include the calculation of the areas of right-angled triangles and of circles, and the contents of rectangular and of cylindrical solids.

Lessons on morals and manners suitable for the several classes must be given at least fortnightly. It is also ordained that collective lessons on the rules to be observed for the preservation of health, on the treatment of the apparently drowned and of those bitten by snakes, should be given periodically. Snakes are among the evils of a colonial life beyond the seas, and it is only a right thing, therefore, to familiarise the young colonist with the best means of getting over their attacks.

MUSIC AND DRAWING.

Singing from notes is taught partly by visiting teachers and partly by members of the ordinary staff. Of the former there were twenty-seven last year, and of the latter eighty-seven; but five of the visiting teachers were not employed for more than a part of their time. The number of children under instruction was somewhat smaller than in the previous year, viz., 32,746 in 1884, and 33,566 in 1883. The expenditure on this subject was £7307, 19s. 9d. It should be observed that no payments are made for instruction in singing unless given by a qualified (*i.e.*, a licensed or certificated) teacher, and only children in classes above the second are included in the returns of attendance upon which paid teachers of singing are appointed. It is, however, intended that the lower classes shall be taught wherever practicable, and with this view easy school songs and infant school songs have been added to the programme of instruction.

Licences to teach music and certificates of competency are granted upon examination. For a licence to teach, the candidate

is required—*Reading*.—To read at sight an exercise consisting of diatonic intervals, easy modulations only being admitted. *Writing*.—To write a short and simple passage, composed of minims, sung in the presence of the candidate. *Theory of Music*.—Notation in the various clefs, time, accent, the major and minor scales, the common chord and its inversions. *Teaching*.—To be able to teach a class properly. For a certificate of competency, the candidate is required—*Reading*.—To read at sight any ordinary passage from an oratorio or opera. *Writing*.—To write in correct time an ordinary passage from an oratorio or opera. *Theory of Music*.—To know the theory and practice of harmony and thorough bass, and to understand the formation of the voice. *Teaching*.—To be able to teach a class properly. To produce a class, taught by the candidate for a period of twelve months, which shall pass a satisfactory examination. Licences to teach are granted without examination to all teachers who passed for the second or third class under, or who hold a second division certificate from, the Board of Education; and certificates of competency to all those who passed under the former National or Denominational Board, or who passed for first class under, or hold a first division certificate from, the Board of Education.

An increase took place last year in the number of schools in which drawing was taught, instruction in that subject having been given in 170 schools, as compared with 156 schools in the preceding year. As in the case of singing, the instruction was given partly by visiting teachers and partly by members of the ordinary staff. Of the former there were 16, of the latter 92, and the average attendance at the classes was 20,854, or about 400 more than in the preceding year. The cost of teaching this subject was £4208, 2s. 10d. No special payment is made for teaching drawing to children in classes below the Fourth, but it is intended that this subject shall for the future form part of the course of instruction in the lower classes in all schools, and provision for this has been made in the amended programme recently issued. The elementary lessons to the classes not taught by the special teachers of drawing must be given by the members of the ordinary staff.

Some doubt having been expressed as to the value of the instruction in this subject as given in the State schools, the teachers of drawing obtained permission to hold an exhibition in December last of the work of their pupils. The exhibition was held in the Town Hall, Melbourne, and upwards of 1200 specimens of the children's work were shown. The *Argus*, commenting on the exhibits, said:—"Much good work is evidently being done systematically and gradually; and it is apparent that the object principally kept in view is to qualify learners to turn the knowledge they acquire of the principles and practice of design to good account hereafter in those arts of life which involve the application of it to carving, modelling, engraving, pattern-making, embroidery, constructive and decorative architecture, and so forth. Taking it altogether, this juvenile exhibition is creditable alike to the pupils

and to the teachers, who are exacting a praiseworthy determination to ground them well in the rudiments of design."

Qualified teachers, members of the ordinary school staff, who are either head teachers of schools whose average attendance does not exceed 250 pupils, or assistant teachers, or first class pupil teachers, or workmistresses, and who may be appointed as teachers of singing or drawing, are paid an allowance of £10 per annum for either or each of the two subjects taught by them, provided that the school has an allotment based on an average attendance of not fewer than fifty pupils. In consideration of this allowance, such teachers are required to give two lessons per week each of three-quarters of an hour in duration in each of the subjects they are appointed to teach. The pay of other teachers than those of the ordinary school staff, who devote their whole time to the work of teaching either drawing or singing may rise as far as £100. Qualified teachers of drill and gymnastics may receive £10 or £15 a year if every class receiving instruction be taught not less than one hour per week, and if the pupils exhibit a fair proficiency. Military drill was taught last year in 200 schools (in five of which instruction was also given in gymnastics) to 11,986 pupils; singing was taught by 27 visiting teachers and 87 members of the ordinary staff to 32,746 pupils; and drawing was taught in 170 schools to 20,854 pupils. All these are free subjects. On days on which singing or drawing is taught it is required that, as on other days, not less than four hours shall be devoted to the other subjects embraced in the course of free instruction.

SCHOOLS AND SCHOLARS.

The following table shows the number of schools in operation, with the number of children enrolled and in average attendance during the past year:—

	Number of Schools.	Children Enrolled.	Average Attend- ance.
DAY SCHOOLS.			
Total in operation,	1,816	218,686	119,646
Less "Struck off and attendances transferred to other schools,"	43	1,847	882
	1,773	216,839	118,764
NIGHT SCHOOLS.			
Total in operation,	30	5,215	1,937
Less "Struck off and attendances transferred to other schools,"	...	...	...
	30	5,215	1,937
General return for the year,	1,803	222,054	120,701

The enrolment stated above is the gross enrolment. Deduction has to be made, therefore, on account of children who attended more than one school, and whose names therefore appeared more than once on the general roll. The usual steps were taken to determine the correction necessary on this account, and it was found that of 104,149 children present at roll call on the 3rd of December, 1884, 11,970, or 11.49 per cent., had attended one other State school during the year; 1265, or 1.21 per cent., had attended two other State schools; and 186, or .17 per cent., had attended three or more. The repeated enrolment of these children would have the same effect in increasing the gross total as if the names of 15,068, or 14.45 per cent. of those under consideration, had been enrolled twice; and if the total number of children enrolled during the year 216,839 be reduced in the same proportion, we obtain a result of 185,488 as the number of distinct individual children that attended State day schools during the year.

The gross enrolment in night schools was 5215, and the average attendance 1937. The error arising from repeated enrolment of the same scholars in night schools is much greater than in the case of day schools. The inquiries instituted showed that, of 1642 scholars present on the 3rd December, 1884, 579, or 35.26 per cent., had attended one other State school during the year; 82, or 4.99 per cent., had attended two other State schools; and 11, or .66 per cent., had attended three or more. The effect of these repeated enrolments would be the same as if 776 of these 1642 scholars had been enrolled twice, and if the total number enrolled

5215 be reduced in this proportion, the result is 2750, which is the number of distinct individual children that attended night schools during the year. The combined returns for day and night schools show a total of 188,238 distinct children attending school.

In regard to school attendance, the old, old tale is told again. Men must come and men must go in Australia, as in other parts of this changeful world, but the trouble in Victoria would appear to be that children are continually being removed from school at an earlier age than they formerly were. It is claimed, however, that the average attendance has recently made a satisfactory advance. The proportion which the average attendance bears to the number on the rolls in the report for 1885 is 54 per cent., when the gross enrolment is used for the comparison, and 64 per cent. when the net enrolment is employed—a state of matters which will not strike the eye of the home educationist as by any means satisfactory. It appears that out of every 1000 children attending school 508 were boys, and 492 were girls. The proportion of boys shows a slight increase, the numbers for the last three years having been uniformly 506 boys to 494 girls. It may further be noticed that, under the age of thirteen years, the boys at each age constitute the majority, but that thereafter the girls are the more numerous. This is in accordance with the experi-

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ence of former years, and is of course due to the fact that the services of boys can at an earlier age be turned to profitable account.

The following table shows the number of distinct children at the different ages that were under instruction during the past year:—

	Under 6 years of age.	Between 6 and 15 years.	Above 15 years.	Total.
Day Schools -	24,743	152,514	8,231	185,488
Night Schools -	...	1,675	1,075	2,750
Total -	24,743	154,189	9,306	188,238

Out of every 100 children attending, there were, therefore—

Age.	Day Schools.	Night Schools.	Total.
Under 6 years of age -	13·34	...	13·15
Between 6 and 15 years	82·22	60·91	81·91
Above 15 years -	4·44	39·09	4·94
Total - -	100·	100·	100·

In addition to these figures there must be added the returns for the private schools which are required by the Act to furnish details of their attendance. These private schools numbered 676,—of which 88 were attended by boys alone, 87 by girls alone, and 501 by both sexes. The total number of children in attendance was 42,228. Making an allowance for duplicate attendances, after the manner of the State schools, this number may be set down as 36,126, so that the total school attendance for the colony was 224,864.

EXPENDITURE.

The expenditure of the Education Department for the last financial year was £628,997. This included several sums for the benefit of the University, the School of Mines, the School of Designs, and for other purposes connected with technological instruction. Deducting these amounts, the expenditure purely for State school purposes was £621,597, of which £84,334 was expended in the erection and maintenance of school buildings, or for rent. In the following table the purposes to which the sums voted for the Department have been applied are shown in detail:—

ITEMS.	PERCENTAGE:—	
	Including the Cost of Buildings.	Excluding the Cost of Buildings.
1. To teachers for salaries, results, bonuses, drill and gymnastics, singing and drawing ...	69·12	79·82
2. Buildings, repairs, and rent ...	13·41	...
3. Books and requisites, cleaning, fuel, and exhibitions ...	5·79	6·68
4. Office staff and temporary clerical assistance ...	2·64	3·05
5. Inspection and travelling expenses of Inspectors	2·51	2·90
6. Training ...	·90	1·04
7. Boards of Advice ...	·09	·11
8. Miscellaneous ...	·40	·46
9. Compulsory clause ...	1·89	2·18
10. Sums paid in accordance with recommendation of Parliamentary Board of Inquiry ...	...	...
11. Retiring allowances ...	1·75	2·02
12. Compensation to officers dispensed with ...	·21	·25
13. Gratuities to widows and families of deceased officers ...	·11	·13
14. Schools of Mines ...	·64	·73
15. Schools of Design ...	·22	·26
16. Melbourne University ...	·32	·37

The expenditure for books and requisites was £2897, and shows a decrease of £285, 7s. 4d. as compared with the previous year, and of £928, 1s. 11d. as compared with the average expenditure during the previous five years. In view of the continued decrease under this head, it has not been deemed advisable to make any change in the practice adopted in regard to the issue of free books and requisites, although such a change was suggested in the report of a recent Royal Commission. The Commission recommended that books, and similar requisites, should not be supplied gratuitously; except in cases where the head teacher is satisfied of the inability of the parent to pay. It has been found, however, that the teachers' influence is almost always sufficient to induce all parents who are able to do so to purchase books for their children, without the necessity of making any stringent rule on the subject, and thus any unpleasantness that might have arisen from rigid inquiries respecting the circumstances of parents has been avoided.

CLASSIFICATION OF SCHOOLS AND TEACHERS.

Under the Public Service Act, 1883, State schools are classified as follows, according to the number of pupils in average attendance at each:—

	Average Attendance of Scholars.
First Class ...	Over 700
Second Class ...	400 to 700
Third Class (Subdivision A) ...	250 to 400
(Subdivision B) ...	150 to 250
Fourth Class ...	50 to 150
Fifth Class ...	Under 50

Under the same Act, the teachers are classified and salaried according to the honours or certificates they hold, and the schools in which they officiate.

The work of settling the exact position to be occupied by each school and every member of its staff, is entrusted to the hands of the "Classifiers." These consist of three persons—(1) The Inspector-General, (2) the head teacher of a State school, with an attendance of more than 400 pupils, (3) some one other person appointed by the Governor in Council. The head teacher is selected by the certificated teachers by ballot to serve for a period of three years, at the end of which time he retires, but is eligible for re-election. The teacher who acts as classifier remains in charge of his school, being assisted as occasion may require by a relieving teacher. He is paid a salary equal to the maximum of his income from all sources on the average of the three preceding years, with ten per cent. added to the amount. At the end of the three years, and if not re-elected as a classifier, although not a first-class teacher and not in charge of a first-class school, he is appointed to the first vacancy of the kind. After teachers have been duly classified the list is published in the *Government Gazette*. The principles which guide the classifiers in their work are (1) the teachers' general conduct, (2) proved teaching and organising ability, (3) literary qualifications, and (4) length of service. If dissatisfied with their classification the teachers may appeal to the Minister of Education. Teachers are appointed only on application to the Minister, and after due certification that their services are needed. They are placed on probation for a year, and must go to any part of the colony to which they are ordered, under pain of dismissal. This applies invariably to the males, but there are occasional exceptions in the case of the ladies, who, as the weaker vessels, can sometimes urge excusing pleas. Delicate health is not uncommonly urged in such a case, and the want of proper lodging accommodation within two miles and a half is also successfully urged against a removal to an undesirable district. Students and pupil teachers must also take out a policy of insurance on their life, as a security that they will remain in the public service. No person is appointed to the public service whose age is less than sixteen or more than twenty-five, except P.T.'s, sewing mistresses, and students in training. Teachers cannot be dismissed except by the Minister, so that petty local feelings have less freedom for their play out in Victoria than in the shires of the British Isles. After twenty years of satisfactory service the teacher may obtain a year's furlough—six months on full pay, and the other six on half pay. At the suggestion of the legal committee of the Victoria Teachers' Union, it was resolved in May last to suggest as follows:—"That section 87 of the Public Service Act be amended, so that teachers having twenty years' service, and not having been reduced or deprived of leave through misconduct, receive one year's leave as a matter of right and not as a matter of favour."

Subjoined is a statement of the basis upon which the classification is regulated :—

First-class teachers.—Male teachers who are certificated, and are classified in First Honours, or hold a degree of the University of Melbourne, and also are in charge of first-class schools. Minimum fixed salary, £280 per annum, rising by five annual increments of £10 to a maximum of £330.

Second-class teachers.—Male teachers who are certificated, and are classified in Second Honours, and also are in charge of second-class schools; also certificated female teachers who are first assistants in first-class schools, and are classified in First or Second Honours, or hold a degree of the University of Melbourne. Minimum fixed salary for males, £220 per annum, rising by five annual increments of £10 to a maximum of £270.

Third-class teachers.—Teachers who are certificated, and have also passed the matriculation examination; or are certificated, and hold two of the Department's science certificates; or have obtained the trained teacher's certificate subsequently to 31st December, 1875; or obtained a trained teacher's certificate of first or second class under the Board of Education; or possess a certificate of competency alone in the case of teachers employed at the passing of this Act. And, in addition to possessing any such qualification, also hold one of the following positions, that is to say :—As head teachers of third-class schools, subdivision A, or as first female assistants in first-class schools; or as head teachers of third-class schools, subdivision B, or as first male assistants in first-class schools. Minimum fixed salary for males, £176 per annum, rising by four annual increments of £8 to a maximum of £208, in the case of teachers holding either of the first two positions hereinbefore mentioned; and by an increase of £8 to a maximum of £184, in the case of teachers holding other positions.

Fourth-class teachers.—Teachers who are certificated, and also are in charge of fourth-class schools, or hold positions as first male or first female assistants in second-class schools, or as first female assistants in subdivision A of third-class schools. Minimum fixed salary for males, £144 per annum, rising by three annual increments of £8 to a maximum of £168.

Fifth-class teachers.—Teachers who are licensed to teach, and already in charge of fifth-class schools, or hold other assistantships than those specified, or act as relieving teachers. Minimum fixed salary for males, £88 per annum, rising by six annual increments of £8 to a maximum of £136; but teachers employed as "junior assistants" receive no increment.

The salaries of female teachers are one-fifth less than those of male teachers, but under no circumstances can a female teacher be paid the salary of a second-class until she has in regular course

attained the maximum salary of the third-class, or unless she was receiving such salary at the passing of the Act.

Pupil-teachers, Class I.—Salary, Males £50 ; Females £40 per annum.

"	"	II.	"	"	40 ;	"	32	"
"	"	III.	"	"	30 ;	"	24	"
"	"	IV.	"	"	20 ;	"	16	"

Sewing " Mistresses—Salary, £30 per annum.

In addition to the fixed salary, a sum equal to one-half the amount of such salary is obtainable by way of results. In order to entitle the teachers of any school to this maximum :—(1) Every scholar who has attended such school during any part of the two weeks preceding the inspector's visit must be presented for examination, unless prevented from attending by one of the following causes :—(a) Removal from the district ; (b) Suffering from severe bodily accident or sickness, or being excluded on account of infectious disease in the home ; (c) Flooded state of the roads ; (d) Death of a near relative. (2) The inspector must be satisfied—(a) That all the scholars below seven years of age in Class I. are under proper instruction and discipline ; (b) That every other scholar has been satisfactorily instructed up to the standard of the class with which he is presented by the teacher. N.B.—Scholars over seven years of age in Class I. who have been on the roll not less than six months must be presented with Class II. ; in other cases, scholars must be presented with the class with which they are taught, and on the roll of which their names and correct ages have been entered. (c) That the scholars are properly classified and are instructed in accordance with Regulation I. (d) That the discipline and tone of the school are good. In determining this, regard will be paid to the behaviour, neatness, and cleanliness of the children, and the neatness of their work. (3) The average age of the scholars must not exceed, in Class II., nine years ; in Class III., ten years and six months ; in Class IV., twelve years ; in Class V., thirteen years and six months ; and in Class VI., fourteen years and six months. But the ages of any scholars whom the teacher may present for examination as proficient to the full extent of the course of free instruction will be omitted in calculating the average age of Class VI. (4) Marks will be withdrawn for individual scholars and for classes failing to comply with any of the above conditions, and the result payment made to the teachers will be in the same ratio to the maximum as the number of marks actually awarded is to that which might have been obtained.

The system of payment by results finds little favour with the teachers in Victoria any more than in other districts where it has been tried. It is a delusion and a snare begotten of ignorance, and carried out only for evil. At the last annual conference of teachers in Victoria it was considered, and, after a long discussion, in which the usual arguments were set forth, it was resolved by more than three to one, "That, in the opinion of this Conference, the system of payment by results should be abolished."

In still further condemnation of this illusory system, a resolution was passed at a great gathering of the members of the "Boards of Advice," which correspond with the local managers of the home country. They also resolved unanimously:—"That, in the opinion of this Conference, the payment of State-school teachers by the result system ought to be abolished."

It is claimed for the Public Service Act that it has introduced, in the institution of a classified roll, a system whereby every teacher can ascertain his actual position in the service, and can form an estimate of his prospect of promotion; also that it provides that promotion shall be dependent solely upon good conduct, proved ability, industry, and length of service; that it secures teachers from the frequent fluctuations of income to which they were liable when salaries were made to vary with slight changes in the attendance at their schools; and that a teacher is enabled to advance from the lower to the higher positions in the service with less changing of schools, and, therefore, with less inconvenience and expense than was necessary under the former system.

The following is a statement of the number of male and female teachers of each class, according to the classification which came into operation on the 1st January, 1885, it being the first classification under the "*Public Service Act*, 1883:—

Classification.	Head Teachers.		Assistants.		Pupil Teachers	
	Males.	Females.	Males.	Females.	Males.	Females.
First class . . .	37	...	...	...	47	205
Second class . . .	36	...	...	28	52	141
Third class . . .	95	...	38	6	42	167
Fourth class . . .	347	5	34	78	104	318
Fifth class . . .	829	412	87	268	...	...
Juniors . . .	...	...	35	248	...	...
Total . . .	1,344	417	194	628	245	831

NOTE.—In addition to the above, there were 556 sewing mistresses.

Assistants are allowed in schools with an average attendance of 75-150 (1), 150-250 (2), 250-350 (3), and so on, at the rate of one assistant for each hundred pupils. Pupil teachers are allowed in schools with an attendance of 100-125 (1), 125-200 (2), 200-300 (3), 300-400 (4), and so on at the rate of one pupil-teacher for every hundred scholars. At the present time there are on the teaching staff of the State schools upwards of twenty teachers who have university degrees or are classified in first honours, upwards of seventy who are classified in second honours, and upwards of two hundred who have matriculated at the Melbourne University.

NIGHT SCHOOLS.

Night schools are established by the Minister as necessity may arise. All night schools must be held in State school buildings, but they are not necessarily conducted by the teacher of the day school. In every night school three meetings of not less than two hours each must be held weekly, and the instruction must comprise at least the following subjects, as set forth in Regulation I., viz.:—Reading, spelling and explanation, dictation, composition, writing, and arithmetic. No teacher is allowed to conduct a night school unless he has been reported by an inspector to be qualified to undertake such duty. In every night school in which the average attendance exceeds 50, the teacher is required to provide a staff of assistants at least equivalent to that allotted to a day school of similar size. The payments made to teachers of night schools are as follows:—

In Schools where the average attendance is not			Fixed Annual payment.	Maximum obtain- able for results.	
less than 30 but under 40	...	...	£40	...	£20
40 " 50	...	...	£50	...	£25
50 " 60	...	...	£60	...	£30

and so on.

In addition to these payments, allowances are made to teachers of night schools for cleaning, providing fuel, light, and such other articles as may be required, according to the following scale:—In schools where the average attendance is not less than 30 but under 40, £10 per annum; 40 but under 50, £12 per annum; 50 but under 60, £14 per annum.

In estimating the average attendance, only such scholars may be reckoned as are above 13 years of age, and are not in attendance at, or employed as teachers or pupil teachers in, a State school.

PAYMENT FOR "EXTRAS."

Once more the cloven foot of the enemy is visible in regard to the "results" of the system of inspection. Percentages have sent down their ugly roots into the soil of Victoria to be abhorred by the great bulk of the teachers of the colony as they are abhorred and despised everywhere by the true educationist. The average marks assigned to the various subjects in the last year of inspection was eighty-two per cent., and the following are the details for the various branches:—Reading ninety, comprehension of matter read sixty-one, spelling eighty-six, writing (which very wisely is separated from spelling in the educational estimate) ninety-five, arithmetic eighty, grammar sixty-nine, geography eighty-one. There are extra subjects in the school programme, but they are "extras" also for the parents who must pay fees for the favour. It is ordained by the Regulations that the amounts payable weekly are as follows:—Latin, Greek, French, or German, one shilling each; natural science, Euclid, algebra, or trigonometry, sixpence each;

mensuration or book-keeping, eightpence each. For any other subject the fee to be charged is left to the discretion of the teacher, but must not in any case exceed one shilling a week. Of these fees a percentage not exceeding five per cent. is appropriated for payment by results. The amount thus appropriated is allowed to remain in the hands of the head teacher till the school is inspected, when, if the inspector is satisfied with the instruction, it is returned to the teachers; otherwise it must be remitted to the department for distribution amongst those in whose schools the instruction has been found satisfactory. Instruction in extra subjects must not be given so as to interrupt the course of instruction in accordance with the Regulations.

The number of schools in which extra subjects were taught last year was 204, and the amount paid by pupils for instruction in such subjects was £4496. As compared with the previous year, there was a marked increase in the pupils being instructed in physiology and physics, but a falling-off in those studying most of the other subjects. The following is a list of the subjects, and the number of pupils instructed in each subject:—

	Pupils.		Pupils.
Advanced English	32	Book-keeping	2119
French	824	History	111
German	35	Natural Science	1
Latin	1048	Physiology	95
Greek	4	Physics	97
Euclid	970	Physical Geography	44
Advanced Arithmetic	9	Shorthand	24
Algebra	1349	Ornamental Printing	18
Mensuration	157	Fancy Needlework	10

SCHOOL MANAGEMENT.

The hours of work to be observed in every school are regulated from time to time by the Minister; but in every full-time school "four hours at least shall be set apart during each school day for secular instruction alone, and of such four hours two shall be before noon, two after noon, which shall in each case be consecutive." Between the morning and afternoon school meetings there must be an interval of not less than one hour, except on days of heavy rain, when the interval may, at the discretion of the head teacher, be reduced to half-an-hour. Whenever this is done—and it should rarely be necessary—the times of opening and of closing the afternoon school meeting must be specially noted on the roll sheets in the column for "remarks." The time-table must be kept hung up in a conspicuous place in the schoolroom, and must set forth the hours of opening and closing school, the employment of the several classes at any time, the teachers in charge thereof respectively, the time set apart for instruction in extra subjects, and the arrangements made for the supervision of children in the playground. The time-table has to be so arranged that female teachers and pupil teachers may not be required to stand continuously for a longer period than one hour and a half. To afford facilities for

giving religious instruction, the ordinary school business must, on one or two days each week, as the local Board of Advice may determine, be finished at half-past three in the afternoon. On these occasions the teachers are ordered, after announcing that the day's work is done, to intimate that all pupils whose parents do not object to their receiving religious instruction may remain for that purpose.

Discipline is defined in a series of seven clauses of the Regulations. It must be administered only by the head teacher, and by such assistant teacher as he may authorise. This is in harmony with the suggestions which were lately placed before the members of the School Board for London, as a solution of the difficulties in the way of discipline with which their highly qualified assistants are now surrounded. In Victoria it is ruled, however, that "the head teacher will be held responsible for the nature and extent of the punishment in the State school under his charge, and corporal punishment must only be inflicted upon boys—the girls in that part of Greater Britain being free from any prevailing measure of the fruits of original sin. It is expected that children will generally supply themselves with the books, slates, and other articles required to enable them to take part in the work of their class. In places where these can be purchased from tradesmen at rates not exceeding those at which the teacher could supply them, the sale of such articles by teachers is prohibited. If, however, it is found that the scholars do not purchase suitable *copy-books*, a stock of these may be kept by the teacher for sale. Wherever, owing to the absence of other adequate means of supply, it becomes necessary for teachers to keep a stock of school requisites for sale, the prices charged to the scholars must be not more than sufficient to cover the original cost with the expense of carriage added, and a list of such prices must be kept conspicuously exhibited on the wall of the school-room. Free grants of school requisites are to be made as they may be required for children who are unprovided with them, or for use in the school; but these must on no account be taken out of the school-room without the special permission of the teacher, who is held responsible for any loss or damage beyond fair wear and tear.

The holidays observed in State schools, exclusive of Saturdays, are as follows, except in cases in which a different arrangement may be specially sanctioned by the Minister:—(a) Three weeks at midsummer, commencing on the Monday preceding Christmas Day. (b) Good Friday, and Easter week. (c) Three days at midwinter, commencing on the first Wednesday in July. (d) The public holidays not included in the above, viz.:—May 24th, November 9th, and such other days as may be gazetted as public holidays, except those proclaimed in connection with races. (e) Such other holidays, not exceeding four in each financial year, as may be approved by the Board of Advice. No other holidays other than those specified above can be given without the express sanction of the Minister, except days on which the school building

may be required for election purposes. Whenever a school is closed on days other than those already specified, the head teacher must notify the same, with full particulars, to the Board of Advice and to the district inspector. When a holiday is granted by the Board of Advice out of the four days placed at its disposal, the head teacher must previously send notice to the district inspector, and must make a special report thereof to the department in his monthly return. In the absence of such special report, or in the event of any other days than those specified being observed as holidays, and no explanation thereof being furnished in the monthly return, pay is deducted, and no appeal against such deduction is ever entertained.

The time of the teacher's arrival and of his departure must be entered by each member of the staff in the roll sheets provided for the purpose. If any teacher leaves the school premises during the day, the interval of his absence must be recorded in the same manner. Visiting teachers also enter the time they arrive at and leave the school. The absence of any member of the staff must be promptly reported and explained; and whenever leave of absence on account of illness is required for a longer period than two days, a medical certificate, showing the nature of the illness or injury, and the probable extent of absence, must be forwarded.

When schools are provided with residences, rent is charged to the head teacher. The amount in each case is from time to time determined by the Minister on the report of an officer of the department. The head teacher is required to occupy the residence, or to place in it a person approved by the Minister, and is held responsible for the due protection of the property of the Minister upon the school site. All repairs to residences, ordinarily called tenant's repairs, are effected by the head teacher, who, on leaving the school, is required to furnish an acknowledgment from his successor that he has received everything in proper order.

In addition to their salaries, head teachers of day schools are paid allowances for maintenance expenses as follows:—

		For Six Months, beginning	
		1st October.	1st April.
Under 20 scholars,	- -	£8	£10
20—30	- -	10	12
100—125	- -	21	25
200—225	- -	53	39
300—325	- -	45	53
400—450	- -	56	66
1000—1050	- -	104	120

There are intermediate sums for the intervening figures, and the amount is fixed by the average attendance. In consideration of these allowances, the head teacher is required to have the floors properly swept and scrubbed; to provide water for washing and drinking, with soap and towels; to keep the chimneys and windows clean, and all locks, latches, and glass in windows in proper repair; to provide pens, pencil, chalk, sewing materials,

and all stationery except copy-books; and to provide fuel for warming the schools. There was a time in Scotland when "coal-money" was levied as a means of helping in this way; and in some of the higher-class schools of the North a charge for "general expenses" was made along with the ordinary fees. Here, however, in Victoria, the State provides the teacher with a lump sum, and leaves him to act as the caretaker and provider. All the articles must be supplied and the specified duties performed to the satisfaction of any officer who may be appointed to visit and examine the schools.

The following are selected at random as fair examples of the statistics of the Victorian schools:—

SCHOOL.	Roll.	Average.	Salaries.	For Results.	For Maintenance.	For Extra Subjects.
Aitken's Gap -	33	21	£97	£40	£11	...
Ballarat -	1558	784	1241	382	96	£36
Fitzroy -	1410	676	1256	468	88	3
Carlton -	1829	944	1534	539	120	134
Camperdown -	516	332	623	237	52	70
Carlsruhe -	42	21	100	30	11	...
Geelong -	1201	712	1272	431	82	444
Glenlyn -	96	54	190	35	16	...
Heathcote -	210	120	244	103	25	...
Mortlake -	280	178	433	144	35	14
Wangaratta -	352	183	596	90	33	3
S. Melbourne -	1989	1181	1768	618	124	...

INTERMEDIATE EDUCATION.

The State has not, up to the present, provided any system of intermediate education beyond awarding eleven exhibitions annually to scholars from the elementary schools on the results of a competitive examination. The selected scholars proceed for two years to a grammar or other school approved by the Minister of Education, whence they go into Melbourne University to complete their studies. The exhibitions are tenable for six years, and are of the yearly value of £35. The private schools of the colony number 655, and the scholars attending them over 35,000. Some of these private schools are attached to religious denominations, as many as 172, with 20,369 scholars, being connected with the Roman Catholic Church. Six are called colleges, or grammar schools, two of which are connected with the Church of England, two with the Roman Catholic, one with the Presbyterian, and one with the Wesleyan Church. The education given at them is reported as equal to that of the best grammar schools in England.

CADET CORPS.

The movement for establishing cadet corps in Victoria, as in New South Wales, has met with considerable support from the State schools, and special regulations dealing with them have been

adopted by the Defence Department, whose officers now inspect them. The movement was only begun towards the close of 1884, but it has progressed in a satisfactory manner, and by the end of August, 1885, cadet corps had been established in connection with thirty-eight State schools. The members of these corps have opportunities before leaving school of becoming versed in the use of the rifle and in infantry field exercises; and such of them as may hereafter join the militia or volunteer force will have comparatively little to learn in order to attain to efficiency. The indirect benefit, too, resulting to those schoolboys who belong to such an organisation cannot but be very considerable. Apart from the physical pleasure and healthful character of military exercises, the lads should develop the smartness, the quickened attention, and the prompt obedience which military discipline begets; and, when quitting school, they should carry into the world with them much physical and mental benefit arising from their service as Victorian cadets.

TECHNICAL EDUCATION.

Schools of Mines have been established at Sandhurst and Ballarat. The one at Ballarat was opened on the 26th October, 1870. Through the liberality of Parliament, this school is in a position to supply technical instruction on an extended scale. Classes, conducted by eleven lecturers, including two professors, are formed in mathematics, mining, land, and engineering surveying; mechanical engineering; mechanical, freehand, architectural, and model drawing; metallurgy and assaying; mineralogy and geology; natural philosophy; applied electricity and magnetism; elementary, inorganic, organic, analytical, and pharmaceutical chemistry; botany, materia medica, pharmacy, physiology, telegraphy, and astronomy, at a cost to the student of from five shillings to three guineas per term of ten weeks for ordinary evening and day classes respectively. Provision is made for students whose means are such as to prevent them from paying even the small fees mentioned; and for those who can afford to devote their whole time to instruction, arrangements are made for training indentured students for the scientific professions. The academical year is divided into four terms, each of ten weeks' duration, and at the end of each term examinations, by means of printed questions, are held at the school in both scientific and practical subjects. Any person, whether or not a student at the school, may be present for examination; and if the report of the examiners be favourable, the council grants a certificate. During the year 1884 the number of students attending at the several terms were respectively 483, 400, 419, and 376. Free science classes in elementary, agricultural, and industrial chemistry, botany, physics, mineralogy, geology, physiology, electricity and magnetism, and astronomy, are now established in connection with the State schools; teachers attending lectures on Saturdays,

and scholars on Wednesdays and Fridays. Half-yearly examinations of these pupil classes are held, and free scholarships, tenable for one year, are awarded to such as distinguish themselves. The total receipts from all sources for the year were £5289, of which the sum of £4000, including a special building grant of £2000, was from the Government; and the expenditure amounted to £5130.

Thirty-six Schools of Design have been established at various places in Victoria in connection with a Royal Commission for promoting technological and industrial instruction. The subjects taught comprise practical geometry; mechanical and architectural drawing; isometrical, perspective, and free-hand drawing; figure drawing; ornamental drawing from models, flat examples, and from nature. Each school receives two shillings and sixpence from Government for every pupil who attends at least eight times in one quarter, besides which fees varying from 2s. to 5s. per quarter for one lesson a week are paid by pupils. The number of pupils on the rolls on the 31st December, 1884, was 3023, of whom 2292, or more than three-fourths, had attended eight or more times during the quarter ended with that day. An exhibition of the works of pupils is held yearly in Melbourne, and local exhibitions are held in other towns.

There are free libraries, atheneums, or scientific, literary, or mechanics' institutes in most of the towns of the colony. Some of these institutions receive books on loan from the Melbourne Public Library. Two hundred and fifty-seven furnished returns for 1884 to the Government statist. Their statements show that their total receipts in that year amounted to £32,854, of which £6193 was contributed by Government, and £26,661 by private individuals; that the number of volumes in all the institutions amounted to 323,776, and that during the year 2,114,488 visits were paid to 165 of them which kept attendance-books. If visitors attended the others in the same proportion, the total number of visits during 1884 must have amounted to more than 3,300,000.

The importance of instructing the youth of the colony in scientific and practical agriculture has long been recognised by thoughtful colonists, but little of importance has been accomplished hitherto. At length, however, the Government has set apart 150,000 acres of land as an inducement for agricultural colleges, and steps are being taken to organise a good system of agricultural education. The endowment lands have been assigned to three trustees and a Council of Agricultural Education, representing the agricultural societies of the colonies and the Government, has been appointed. The trustees are engaged in arranging for the letting of the endowment lands, which will return a handsome revenue, and the Council is taking steps to establish a high-class central college, with a few preparatory schools upon experimental farms in different parts of the colony. It is proposed that, at the agricultural schools and Central

College, students will receive a thoroughly liberal English education, combined with scientific agriculture, as well as practical experience of all branches of farming industry. The absence, hitherto, of any such schools, and the fact that the majority of the settlers have had no previous agricultural experience, accounts for the backward condition of many branches of colonial farming. While this state of things offers special advantages to new-comers with good agricultural training and experience, the new colleges will in time raise the standard of agriculture in the colony. It is probable that the instruction will be free in the agricultural schools, as it is in the ordinary State schools, and the charge for board and lodging will, no doubt, be as low as the bare paying of expenses will admit of. The existence of such colleges should offer no small inducement to intending emigrants to make a home in Victoria, for a means of practically training one's family for a colonial career, while obtaining their education, is of no small importance.

THE MELBOURNE UNIVERSITY.

The Melbourne University was established under a special Act of the Victorian Legislature, which was assented to on the 22nd January, 1853. This Act, as amended by an Act passed in 1881, provides for its endowment by the payment of £9000 annually out of the general revenue—recently increased by Parliament to £11,000. It declares that no religious test shall be administered to any one to entitle him to be admitted to the rights and privileges of the institution. It arranges for the election, by the senate, of a council consisting of twenty members, to hold office for five years, of whom no more than three may be members of the teaching staff, and for the election by them, out of their own body, of a chancellor and a vice-chancellor. The council are empowered to grant in any faculty except divinity any degree, diploma, certificate, or licence which can be preferred in any university in the British dominions. Royal letters patent, under the sign manual of Her Majesty Queen Victoria, were issued on the 14th March, 1859, declaring that all degrees granted, or thereafter to be granted, by the Melbourne University should be recognised as academic distinctions and rewards of merit, and should be entitled to rank, precedence, and consideration in the United Kingdom and in British colonies and possessions throughout the world, just as fully as if they had been granted by any university in the United Kingdom. On the 22nd March, 1880, the University was thrown open to females, and they can now be admitted to all its corporate privileges except as regards the study of medicine. Affiliated to the University is a college in connection with the Church of England, and one in connection with the Presbyterian Church. The latter is called the Ormond College, after the Hon. Francis Ormond, M.L.C., who has given nearly £25,000 towards its erection and endowment. The University Hall, built at a cost of about £40,000, is called the Wilson Hall, after Sir Samuel Wilson, who contributed the

greater portion of the funds for its erection. Since the opening of the University, 2084 students matriculated, and 955 degrees were granted, of which 694 were direct, and 261 *ad eundem*. The charges which are made for certificate and degrees are as follows:

For matriculation and certificate thereof	-	-	-	£1	1	0
For certificate of Civil Service examination	-	-	-	0	10	6
For any other certificate of examination, with or without attendance on lectures	-	-	-	0	10	6
For any degree of Bachelor	-	-	-	5	0	0
For any higher degree	-	-	-	10	0	0
For admission <i>ad eundem gradum</i>	-	-	-	3	0	0
For admission <i>ad eundem statum</i>	-	-	-	2	0	0

The matriculation examination of the Melbourne University is at present held three times a year, viz., at the beginning and end of the February term, and at the end of the October term; but no person is admitted to the first of these unless he gives a guarantee of his intention to matriculate and to continue his studies at the University. The subjects of examination are fourteen in number, viz., Greek, Latin, algebra, geometry, English, history, French, German, arithmetic, geography, elementary chemistry, elementary physics, elementary physiology, and elementary botany. In the first eight of these, honour as well as pass papers are set, but the candidate must decide before entering for the examination which he intends to present himself for. The last four are called science subjects, any two, but not more, of which may be selected. To pass the matriculation course it is necessary, at one and the same examination, either to pass in six subjects, or obtaining honours in one subject to pass in four others, or obtaining honours in two subjects to pass in two others.

During the year 1884, the total number of candidates at matriculation was 1109, viz., 812 males and 297 females, but of these, only 691 males and 262 females presented themselves for the matriculation. Of the males, 217, or 45·8 per cent., and of the females, 121, or 46·1 per cent., passed that examination. Of those who passed, 55 males and 70 females obtained honours; viz., 31 males and 44 females in one subject, 13 males and 20 females in two subjects, 7 males and 3 females in three subjects, 3 males and 2 females in four subjects, and 1 male and 1 female in six subjects.

A large majority of those who pass the matriculation examination have no intention of pursuing a University career any farther, and therefore do not matriculate, to do which it is necessary to go through a formal ceremony, which involves making a declaration and signing the matriculation book—the matriculation examination being, as a matter of course, passed beforehand. Although 438 persons passed the matriculation examination in 1884, only 173 matriculated, as against 128 in the previous year. From the date of its opening to the end of 1884, the total number who matriculated was 2084. In accordance with the privilege already referred to, nine of the persons who matriculated in 1884 were females.

PART XII.—SOUTH AUSTRALIA.

Very early in the history of South Australia the education of the people received legislative attention. The first Act relating to education was passed in 1847. This was superseded by Act No. 20, of 1851, but the growing needs of the province called for further legislation, and in 1875 an Act was passed which abolished the Central Board of Education, established a Council of Education with a paid president, provided for the erection of model schools and a training college, for the appointment of boards of advice, and for an annual dedication of land for educational purposes. Power was given to the council to make regulations; attendance of children between the ages of seven and thirteen years was made compulsory; fees to be charged were authorised; and four and a half hours per diem of secular instruction were provided for, with permission to the teacher to read from the authorised or Douay version of the Holy Scriptures, prior to the opening of the school, attendance thereat not being made compulsory; and authority was given to establish valuable exhibitions and scholarships. In 1878 the council was dissolved, the administration of the department being transferred to the "Minister Controlling Education," assisted by an inspector-general of schools, with a staff of inspectors and teachers, and by the same enactment provision was made for defining "efficient" schools, and generally for the more satisfactory working of the compulsory clauses of the Act. Under more later Acts, the educational system of the province has undergone considerable development. The public school must have an attendance of at least twenty scholars. The fees are fixed at fourpence a week for children under five years of age, and sixpence for those above that age, but in cases of poverty these amounts may be remitted, and the amount is paid to the teacher by the State. Any arrears can be recovered by legal process. The teacher is entitled to retain the fees if there be only one, but if more, the proportion for each of the staff is duly settled by the authorities. The pupils may attend if under five years of age, but after seven the attendance is compulsory for not less than thirty-five days in each quarter. To provide for those who are in very thinly populated districts, itinerant teachers may be employed; and provision is made for boarding, to meet the same kind of difficulty. The law has been careful even of the person of the teacher, and has provided for the possibilities of lawlessness

among the rough colonials : " Any person who shall wilfully disturb any school, or who shall upbraid, insult, or abuse any teacher in the presence or hearing of the pupils assembled in school, shall forfeit and pay a penalty of not less than ten shillings nor more than forty shillings."

DEDICATED LANDS.

It was also provided by the Act from which we have just quoted that the Government may reserve, dedicate, or grant, any waste lands of the Crown as sites for school buildings. It was empowered also to grant by way of endowment for education 100,000 acres of waste lands, and from time to time to give for the purpose such further portion of this said waste land, not exceeding in any one year 20,000 acres. These lands are to be rented on leases of twenty-one years at the best rent to be obtained. Rent is paid into the Treasury for the purposes of education. The total quantity of land thus dedicated to educational purposes at the end of last year was 300,869 acres, of which 295,000 were leased. The revenue for the year amounted to £14,566, and the cost of managing this educational property was £603.

SCHOOL ATTENDANCE.

In the year 1885 the following were the numbers in attendance under the compulsory powers :—

Children within the prescribed ages	-	-	-	24,053
Children attended 35 days in last quarter	-	-	-	20,492
Percentage to number of age	-	-	-	85.2
Did not attend 35 days	-	-	-	3,561
Percentage	-	-	-	14.8
Satisfactory reason for absence	-	-	-	2,550
Percentage	-	-	-	10.6
Cases of neglect	-	-	-	1,011
Percentage as to total of compulsory age	-	-	-	4.2

The total number of children instructed was 44,106, with an average attendance of 27,005.

In 1885 there were 233 public schools, and 239 of the kind which are denoted as "provisional"—a total of 472, with a total of 49,664 under instruction during the year; but, allowing for enrolments in more schools than one, this number must be reduced to 42,758. The average daily attendance was 27,005, or 63 per cent. Certificates entitling to free education were granted to 8119 children, with an average attendance of 5930. The fees of 67 others were reduced to threepence weekly. There were 46 evening schools open for an average of 61 nights, with 694 under instruction, and an average of 200; the fees received being £304, and the bonus paid by the Department, £235.

The following are fair specimens of the school statistics, regarding the attendance, fees, and free scholars :—

SCHOOL.	Roll.	Average.	Fees paid by Parents.	No. of Free Scholars.
Adelaide, Groto St., Boys	551	272	£234	479
" " Girls	509	239	199	
" " Infants	350	183	115	
" Practising	80	49	47	19
Balaklava	127	65	73	10
Borderlain	187	97	104	8
Gawler, Boys	290	169	175	103
" Girls	240	145	147	
" Infants	173	82	59	
Kangaroo	22	9	12	—
Norwood, Boys	603	390	393	100
Woodside	187	135	115	24

In addition to the public schools, there are many private boys' and girls' schools and young women's seminaries, which still further complete the educational system of the province, as a number of these are conducted by talented and scholarly teachers. Probably no other educational institution in the Australian colonies surpasses Whinham College in material appliances. It is situated in a select and central position, and occupies two and a half acres of land. If numbers be any criterion of success, Whinham College must stand in the first rank, but more conclusive evidence is the fact that it has sent a large number of its students to the Adelaide University. The Roman Catholics support a number of private schools and colleges, the dignitaries of that church refusing to sanction, where avoidable, the attendance of Roman Catholic children at the public schools.

TEACHERS.

The following table shows the number of teachers of all classes employed at the end of 1885 :—

	Male.	Female.	Total.
Head Teachers	195	51	246
Assistants in charge of Departments	—	3	3
Assistant Teachers	33	88	121
" " (temporary)	—	9	9
Pupil Teachers	57	163	220
Monitors	15	51	66
Sewing Mistresses	—	102	102
P. T. and S. M. combined	—	7	7
S. M. and Monitor	—	9	9
Provisional Teachers	98	140	238
	398	623	1821

EXPENDITURE AND INCOME.

The expenditure on education in 1885, exclusive of buildings, amounted to £103,317, and the following are some of the details :—

Management and Inspectors	-	-	-	£8,238
Training College salaries	-	-	-	£1,099
" " for students	-	-	-	1,781
				2,880
Salaries—Public schools,	-	-	-	£59,489
" " " fees	-	-	-	9,407
				50,082
" Provisional schools,	-	-	-	15,234
Books and materials	-	-	-	722
Fees and books for free scholars	-	-	-	2,630
Secondary Education Scholarships	-	-	-	1,730
" " Advanced school for girls	-	-	-	1,407
School fees paid by parents	-	-	-	24,798
" " retained by teachers	-	-	-	15,473

Retiring allowances, amounting to £1966, 9s. 6d., were paid to twelve teachers, being an average of £163, 17s. 5½d. for each teacher.

To meet the outlay the following revenue was received :—

Rents of dedicated lands	-	-	-	£14,566	17	6
Fees of public schools	-	-	-	9,329	19	6
Fees of advanced school	-	-	-	1,642	8	3
Repayments in training colleges	-	-	-	151	13	4
Repayments in public schools	-	-	-	77	1	11
Rents of school-houses	-	-	-	212	6	1
Sales of school books and material	-	-	-	708	13	0
Sundries	-	-	-	185	12	11
TOTAL	-	-	-	£26,874	12	6

The scholarships, exhibitions, and bursaries that are offered form a very important feature in connection with the educational system. These are open to the pupils at public schools, and thus render accessible to the children of the poor, as well as to the children of the rich, the highest advantages of education at the Adelaide University or at any approved European University. An illustration of this is given in the latest award of the highest honour offered by the Education Department—the South Australian Scholarship. In 1878 the scholar won an exhibition at one of the model schools. This entitled him to free education at Prince Alfred College (the seminary selected by him), and in 1884 he won the S. A. Scholarship, which secures to him an English university education. In addition to the S. A. Scholarship (which is worth £200 per annum for four years), the Education Department offers annually three University Scholarships (worth £50 per annum for three years), which entitle the holders to education at the Adelaide University free of cost. Six exhibitions, for scholars at the public schools, of the value of £20

to £40 each, are also available annually, and entitle the holders to free education at any of the colleges which they may select. Bursaries of the value of £12, 12s. are also offered by the department to girls, so that it will be seen that substantial encouragement is given to the pupils of the public schools to win high educational distinctions.

THE SYSTEM.

The object of the system in South Australia, according to the Inspector-General, "is to make the work of a child in a public school simple and sensible." This sensible simplicity is not sought through the elaborate machinery of a Code, but consists in a well-regulated plan of work in the ordinary subjects of instruction, which include geography, history, grammar, composition, object lessons, drill, and needlework. What is aimed at by the Department will be seen in another sentence of the Chief Inspector:—"I should like to feel that it is the ambition of all who are working in this department to make our schools 'model' in the best sense of the word—models of good discipline without harshness, of good teaching without cram, and, most important of all, of good moral conduct based on sterling principle." The principles of morality, indeed, are inculcated as a regular part of the school work, and the religious teaching, as we have already said, must be strictly unsectarian. There are no extra subjects in the South Australian programme. Latin, Euclid, and algebra sometimes find a place in the curriculum when the master wishes to send in candidates for exhibitions tenable at the superior schools; but not a shilling extra is expended by the Department in the teaching of these branches. Put in a nutshell the elementary school system may be thus summarised:—"If the course of instruction is carried out successfully the children in the public schools will be taught (a) the principles of morality; (b) to read and spell ordinary English; (c) to write in a plain hand a simple letter or statement; (d) to work such calculations as may be met with in daily life. In addition they will have elementary notions of the different countries of the world with their products, and of the history of England. The girls will have learned to make common articles of clothing, and boys and girls alike will have been trained by drill and the daily discipline of the school to habits of obedience and order." Such is the simple plan, the alpha and the omega of the common schools of the South.

The training school system includes practical work, not merely in the small model school of the institution, but visits also to the six large schools of Adelaide. The students visit these one half day every week for six weeks, and conduct classes under the supervision of the head teacher, while they have opportunities of carefully observing the ordinary routine of the schools. The teachers of the colony are encouraged also to band themselves in local associations for professional purposes, and eleven of these were in existence last year. They afford an excellent means of communi-

cating with the teachers on the part of the Inspectors, who are only too happy to be present in their official capacity. The department also sends out an *Educational Gazette*, which is published nine times in the year, and a copy is sent to each school. It contains all official notices, which are thus brought before the school authorities without delay. The periodical aims at keeping the teachers in touch with each other, and gives the means of reporting their meetings; while an open section is reserved for notes of lessons and correspondence on matters which affect the welfare of the schools.

AGRICULTURAL COLLEGE.

We have seen what Victoria intends to do for the study of agriculture, but South Australia is, as yet, the only colony amongst the mainland provinces of Australia which can boast of a college for this purpose. This institution is situated on the Government Experimental Farm at Roseworthy, about thirty miles from Adelaide, and was opened early in 1885 for the reception of students. The Principal is Professor J. D. Custance, formerly of Cirencester, and the object of the college is to teach the practice and science of agriculture, and to train and educate students for the business of farming. The students are divided into practical students and science students. The former are required to work regularly upon the farm, and thus acquire a thorough knowledge of the various operations, and of the different machines and implements employed. They are paid for the work performed by them. With the science students farm work is optional, but the college certificate is only given to students who have practical knowledge of the operations of a farm. The education of the students is conducted on the farm and in the college, and comprises lectures, classes, field classes, practical work on the farm, in the laboratory, and in the workshops. The subjects taught include agriculture, chemistry and agricultural chemistry, geology, botany, mechanics' mensuration, land surveying, book-keeping, veterinary science, forestry, etc. There are now sixteen students at the college, but a much larger attendance is expected when the practical value of the training and instruction given at the college is better known. The college farm consists of 800 acres, comprising light sand and stiff clay. Pure bred Berkshire pigs and merino sheep are kept. Besides the carrying on of a system of practical or business farming, a series of experiments were commenced four years ago, which, when completed, will add considerably to the information at present possessed regarding agriculture under the peculiar conditions of climate and soil experienced by farmers.

DENOMINATIONAL COLLEGES.

Higher education is provided for by the denominational zeal which so often asserts itself in educational affairs. The Collegiate School of St. Peter has existed since 1847 as a Church of England

school. The buildings, upon which nearly £30,000 have been spent, consist of a chapel, school-rooms, laboratory, gymnasium, boarding-house for masters and about fifty boys, head master's residence, standing in about thirty acres of playground. The school has no endowment except for scholarships, but these amount to nearly £400 a year, and arise from various benefactions. The number of boys attending the school is 216. The late Mr. DaCosta left to the college a valuable estate, subject to certain life annuities, the estimated prospective value of which is upwards of £100,000.

Prince Alfred College occupies a fine position facing the park lands that lie to the east of Adelaide. The site, about thirteen acres, was purchased towards the close of 1865 by some gentlemen connected with the Wesleyan Methodist Church, and the foundation stone of the building was laid on November 5th, 1867, by the Duke of Edinburgh, whose name it bears. There are spacious playing and ornamental grounds surrounding it, and large gymnasium, kitchen, etc., in the rear. The total cost has been close on £30,000. It was incorporated for educational purposes for all time by Act of Parliament in 1878; and its managing committee under that Act is annually appointed by the South Australian Wesleyan Conference. The range of studies includes all that is usually meant by the term "a liberal education"—English, classics, mathematics, modern languages, natural science, drawing, music, singing, gymnastics. The religious teaching is undenominational, and exemption from it is provided for. Many of the boys each year pass the examinations held at the Adelaide University. It also renders important aid in the training of ministers for the Wesleyan and other churches. Several valuable scholarships have been founded, tenable either at the college or at the university. Latterly this college has been very prosperous. The pupils number over 400; the regular masters are fifteen, five of whom are graduates, besides six who attend to give instruction in special subjects.

THE UNIVERSITY.

There is one University, that of Adelaide, founded in 1875, with an annual grant from the Colonial Parliament. The University has chairs for classics, English (with mental and moral philosophy combined), mathematics, natural science, and another for law, with various lectureships. Female students are admitted and the University conducts examinations for admission to the South Australian Bar. It owes its foundation to the munificence of two leading colonists, Sir W. W. Hughes, chief proprietor of the Wallaroo and Moonta Mines, and Sir Thomas Elder, both of whom gave £20,000 for the purpose—the former on condition that there should be no religious instruction, and the latter without any such conditions. The Department of Education also offers annually a scholarship of the value of £200 per annum,

tenable for four years. This is called the "South Australian" scholarship, and the successful candidate must become a student of an approved European university. J. H. Angas, Esq., J.P., has founded an important scholarship, the object of which is to encourage the training of scientific men, and especially civil engineers, with a view to their settlement in South Australia. This is known as the "Angas" scholarship, is of the annual value of £200, and is tenable for three years. The scholar having passed through such special studies as may be prescribed, is required to proceed to the United Kingdom, and article himself to an approved civil engineer, or enter himself a student in an approved college or university, where he may prosecute such studies as shall qualify him to be a civil engineer, and upon his return to the colony (within five years of gaining the scholarship) in possession of such degree, diploma, or certificate, as a civil engineer, as the council shall approve, and upon writing to the satisfaction of the council, a report of his proceedings and engineering works, he shall receive a further sum of £100 towards travelling expenses. The South Australian Commercial Travellers' Association scholarship entitles the son or daughter of a member of the association (being a matriculated student of the university) who may be nominated by the association, to the advantages of the university, without payment of fees. The trustees of the Gilchrist scholarship offer annually a scholarship of the value of £100 per annum, tenable for three years, which is open to natives of the Australian colonies or persons who have resided therein for five years immediately preceding the examination, between the age of sixteen and twenty-two years. It will be seen, therefore, that by the munificence of generous and wealthy colonists, South Australia is able to boast of an institution by which she can give to her sons and daughters the benefits of advanced education and admit them to the highest academic distinctions. The fact that since the establishment of the university 284 students have matriculated; and that there are now ninety undergraduates in various stages of their university studies, as well as a considerable number of students who are not working for a degree, bears testimony to the willingness and desire of the public to avail themselves of these superior educational advantages. It is a notable circumstance, too, that year by year the results of the education given in the public and private schools and colleges are being more largely tested by the matriculation examinations at the university—each year witnessing a large number of pupils from the lower seminaries who are desirous of attaining the honour of matriculation.

PART XIII.—WESTERN AUSTRALIA.

Western Australia is of great dimensions, but as yet the people are few in number. Its area is over a million square miles, or about eight times that of the United Kingdom, while its population is only about 33,000, less than that of one of our smaller provincial towns. The people are located chiefly within 100 miles of the coast; but it can be easily understood that their distances are far between. Its State expenditure for the last year was £291,307, and of this amount £10,096 was devoted to education. According to the Act of 1871, a school only meant a place where elementary education was carried on, and the fees were not more than one shilling weekly. The educational affairs are administered by a central board, consisting of five members, all of whom must be laymen, one of whom is appointed by the Governor, and acts as chairman; while of the other four no two must belong to the same religious denomination. The district board consists of five members, chosen by the ratepayers who have been resident in the colony for at least six months. The qualification for membership limits the age to a minimum of twenty-one years, and further stipulates that the candidate must be natural born, or a naturalised subject of Her Majesty, "who in no part of the British dominions hath been convicted of any treason or felony, unless he shall have obtained a free pardon thereof, or have undergone the sentence passed on him for such offence," otherwise he will not be qualified to serve as a member of any board in the colony.

The provisions for religious education are almost identical with those for Great Britain, as they are expressed in our Acts and Codes. The school hours must not be less than five, four being devoted to secular instruction. The voluntary schools receive public aid if they are willing to give the necessary information regarding their statistics and course of instruction. They are described as "Assisted Schools," but no grant is given for the building purposes of such schools. No government school is supported, and no school provided by voluntary efforts is aided by public funds when such two schools are within four miles of each other, unless the combined number of scholars attending the schools shall amount to forty. When the Act was introduced, it stipulated that "all teachers now in receipt of fixed salaries shall not be disturbed in the enjoyment thereof while employed in such schools," and "the teacher of any school who may have been in receipt of a fixed salary, and whose emoluments may be subsequently paid for results, shall not forfeit any claim he may have for a retiring allowance." What a contrast was thus presented with the beggarly and shameful treatment of the teachers in the little Britain, in the way of pensions and certificate allowances!

GRANTS FOR SCHOOLS.

The Education Act was amended in 1877 to indicate the way in which schools are to be supported by the State. Out of the Education Grant for each year there is to be apportioned a sum not exceeding £3, 10s. per head per annum, calculated on the total aggregate average daily attendance of all children between the ages of four and sixteen who have attended not less than four hours daily—a continuous attendance of two hours for receiving education being reckoned as half a day. This sum is payable to the teachers. It is declared in the latest report that this capitulation grant is sufficient to maintain schools in the more populous parts of the colony, but not in the N., N.W., and remote districts, where expenses are heavier than at Perth. To assisted or voluntary schools there is to be paid £1, 15s. per head (calculated as above), only on condition that not less than twenty are in attendance. There is a further grant for books, maps, and other school appliances of not more than five shillings per head on the average attendance of children of the school age.

SCHOOL STATISTICS.

The public schools in 1885 were 73 in number, with 16 which were "assisted"—of the latter 14 were Roman Catholic and 2 Church of England. The following are the statistics for the year:—

Number of schools,	-	Public	74	Assisted	16
„ scholars,	-	„	3052	„	1221
„ „ average,	-	„	2241	„	926
„ „ percentage,	-	„	75	„	79
„ „ boys,	-	„	1582	„	554
„ „ girls,	-	„	1470	„	667

There is also a high school for girls, under the direction of the Anglican bishop, and another conducted by the Sisters of Mercy, both situated in Perth.

There are 13 compulsory attendance officers; but if their work is to be estimated by their pay, it must be very light indeed. The salaries of these officers vary from £8 to £17 in the scattered districts, but in Perth there is one who receives as much as £50. There is one school inspector, and recently he has received an assistant, that he may have more time than at present to collect statistics and other useful information. The following are selected as fairly representative statistics of the schools:—

	Roll.	Income.	Staff.
1. Perth—boys,	- 197	£429 10	1 M., 1 A., 2 P.T.
„ girls,	- 203	366 14	1 M., 1 A., 2 P.T.
„ infants,	- 195	237 11	1 M., 1 A., 1 P.T.
2. Freemantle—boys,	- 172	394 3	1 M., 1 A., 2 P.T.
„ girls,	- 109	223 17	1 M., 1 A., 1 P.T.
3. Country school—boys,	- 33	90 12	1 M.
4. „ girls,	- 95	161 0	1 M., 2 P.T.
5. „ mixed,	- 19	63 13	1 Mistress.

The work is arranged in standards, and the level of requirements is somewhat similar to that of recent codes at home.

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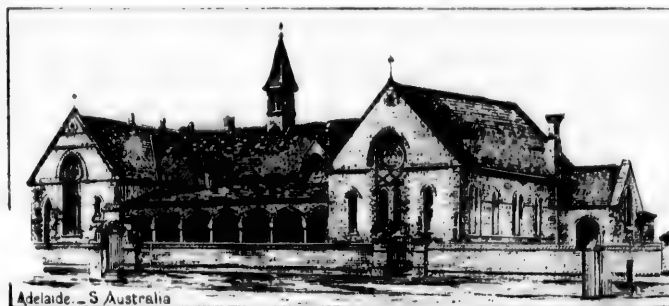
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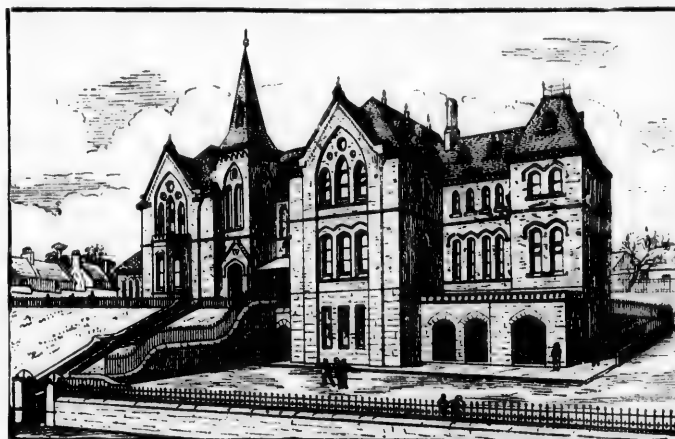


PUBLIC STATE SCHOOL, QUEENSLAND.



Adelaide. — S. Australia

PUBLIC STATE SCHOOL, SOUTH AUSTRALIA.



PUBLIC SCHOOL, SYDNEY, NEW SOUTH WALES.

PART XIV.—QUEENSLAND.

Last, but not least, of the Australian colonies in the way of educational enterprise, is Queensland. It contains an area of 668,224 square miles, and five and a half times the size of the United Kingdom, but its population (325,000) is less than one-tenth of that of London. It is a growing colony, and has to exert itself in the way of attracting settlers. It has often appeared in the advertising columns of the *Schoolmaster* by way of invitation to well qualified teachers to find a field of labour within its limits, and not a few have answered to the call. The Government and inhabitants of the colony have together expended about £3,000,000 (including £1,065,000 in the past four years) in assisting the working classes to the colony. In fact, Queensland at the present time assists a larger number of emigrants from Great Britain than all the rest of Australasia put together. Yet not so very many years ago it was thought that much of this north-east quarter of Australia was unsuitable for European settlement. The present town of Rockhampton has been built just within the tropic of Capricorn; and whereas at no point does Queensland extend so much as 400 miles to the southward of this tropic, Cape York, the most northerly point of the colony, is more than 800 miles within it, and a good deal of the low-lying land is tropical in the character of its vegetation. A short distance inland there are long ranges of mountains, often stretching down to the coast, and attaining an elevation at times of 6000 ft.; and it is largely owing to the proximity of this elevated country that the winter may almost be described as bracing, with oftentimes sharp frosts at night. The summer may be regarded as the rainy season, especially within the tropics, and is naturally hot; but Queensland possesses this advantage over Southern Australia, that even in winter the vegetation is not altogether arrested; while a northerly wind in summer will render both Adelaide and Melbourne hotter than Brisbane is. At Brisbane the average temperature is 70°, the maximum temperature in 1884 being 102°, and the minimum 40°, as compared with 105·6°, and 30·2° in Melbourne, and with 110° and 35° in Adelaide. The sea breezes in summer also tend to keep the coast without excessive heat; and though to the west of the mountain ranges a higher range of temperature is experienced, it is not hotter than in the western areas of New South Wales.

The colonists having succeeded in obtaining separation from New South Wales, determined (says Mr. Price Fletcher, in a paper on the resources and institutions of the colony) to inaugurate a system

of National Education, rightly judging that by spreading the light of knowledge, crime would be lessened, and thus the colony would reap a direct advantage from the money devoted to educational purposes. A board of six gentlemen was accordingly appointed to supervise and direct the establishment and carrying out of the scheme. Under their direction national or primary schools soon began to multiply in the land. A large central school, entitled the Normal School, was built in Brisbane, where teachers were subsequently trained for their work. In the other towns and country districts schools were built, on a requisition of the residents, accompanied by an amount equal to about one-fifth of the estimated cost of the building. Wherever twenty children of school age, *i.e.*, above five years—could be got together, there a school was established, a teacher was supplied and paid by the board. Inspectors were appointed who, at short intervals, visited and reported upon the various schools in their respective districts. The result of this legislation was that in a short time no district, however insignificant, was without its well-appointed school.

The tone of the Queensland primary schools is very high, since they are—unlike the national schools of the old country—with the solitary exception of some parts of Scotland, attended by the children of all classes of the community. The sons of barristers, bankers, judges, merchants, sit on the same form with the children of the farmer, mechanic, and labourer. To this fact Queensland owes much of the excellence of its national schools, and of the favour with which the colonists regard them.

During the first few years of the colony's separate existence, small fees were demanded of each scholar, according to the class he attended at school. This tax was abolished in 1864, through the efforts of Mr. (now Sir Charles) Lilley, the present Chief Justice of the colony. The teachers, on the abolition of the fees, received a compensating addition to their salaries.

The schools established under the original Queensland Act were divided into two classes—namely, vested and non-vested. The vested schools were unsectarian in their character but not secular, for (says the Rev. Wm. Poole in a paper on "Education in Queensland") in the ordinary syllabus scripture reading found a place, and the enforcement of moral duties by suitable selections from the New Testament formed part of the teacher's work. While this was done the inculcation of the peculiar tenets of any denomination was strictly prohibited. The books used were those published by the National Commissioners of Ireland. The control of these vested schools was in the hands of a Board of Education appointed by the Government, and consisting of six members, the chairman being one of the political Ministers for the time being. This board had committed to it the directing of all expenditure, the appointment of teachers, and the administration in every way of the Education Act. From money voted by the Parliament, it provided for the erection of buildings and the payment of teachers, whose salaries were supplemented by school fees, ranging from 6d. to

1s. 6d. per week. After the Act had been in force for some time the fees were abolished, and the teachers' stipends were augmented by increased payments from the revenue; and for the first time education was made free of cost in Queensland.

The non-vested schools were established by, and under the direct control of, the Anglican and Roman Catholic churches, and for these, buildings were provided and teachers supplied by the religious bodies to which the schools belonged; but State aid was given in the shape of salaries to the teachers, and grants of books—all other expenses being met by the religious denominations. In these schools any religious doctrine could be taught, either by the teachers or by the ministers of the church to which the school belonged. In common with the vested, the non-vested schools were under Government inspection; but in the former this inspection extended to both secular and religious, while in the latter it applied to the secular instruction only. Thus, side by side, we had the national and the denominational systems at work; and this state of things continued up till 1875, when a fresh measure dealing with education was passed. This new Act abolished the old board, and created a Department of Public Instruction, to be worked under the control of one of the Ministers of the Crown. It provided for the withdrawal of all State aid to non-vested schools on the 31st December, 1880. Since that date non-vested schools have not received any help from the Government; and, except those sustained by the Roman Catholic Church, such schools have ceased to exist.

CONDITIONS OF SERVICE.

Candidates in this country for appointment under the Government of Queensland receive an eight-page pamphlet of information which gives a skeleton view of the provisions of the State Education Act and the Regulation of the Department of Public Instruction. Unmarried candidates must not be over thirty years of age; married men not to be over thirty-five years of age, with not more than five in the family in all. They must show that they are in sound health at the date of their application; and married men must prove similarly regarding their wives and children. Certificates of good moral character are indispensable.

Applicants must prove that they have served their full time as pupil teachers; have subsequently studied for two years at a training college, recognised by the Privy Council; have passed the Privy Council Certificate Examination for students of the second year, and have been successful teachers in responsible situations. In the case of female applicants the stipulation with regard to pupil teachership may be waived if the applicant is otherwise eligible. Accepted applicants get free second-class passages to Brisbane by steamer, and reasonable travelling expenses to their destination are also allowed. All teachers on their first entrance into the service of the Department are appointed on probation at

reduced salaries, and they are not classified until they have proved themselves "to be competent teachers." "Probation" usually lasts until the school in which the probationer is employed has been inspected for the first time after his or her appointment. "Reduced salaries" means from £4 to £8 a year less than the fixed classification salary. Teachers are classified in the first instance from having been classified as teachers of the first or second class in the United Kingdom or elsewhere in the British Dominions, in which case the classification given is based upon their attainments, as testified by the standards of the examinations which they have passed.

The general practice of the Queensland Department in classifying teachers under this Regulation is to place in Class II., Division 2, students of the second year who passed in the first division, unless their teaching experience has been long and unusually successful, in which case they may be placed in Class II., Division 1. Those who passed in the second division are placed in Class II., Division 3, and those who passed in the third division are generally admitted into Class II., Division 3, after a somewhat longer probation at a smaller salary than the students who passed in the second division. The classification accorded is based upon attainments notified by experience and success in teaching, and on the belief that the Departmental examination for admission into Class II. requires higher attainments than are required by the Privy Council from training college students of the second year.

The following are the special requirements for a first-class certificate, and the candidates must be recognised as teachers of proved competency. The first subject is compulsory. In the case of males, two others, and in the case of females, one other, must also be taken.

1. ENGLISH.—(One branch only need be taken.) 1. *English Language and Literature*.—History of the language; a critical knowledge of the matter and language of Shakespeare's *Othello* and *King Lear*, and of Milton's *Paradise Lost*, Books II. and IV. 2. *History of England* to the present time; outlines of general history to the present time.

2. CLASSICS.—(One branch only need be taken.) 1. *Latin*.—Grammar, Cicero de Officiis, the first three books of the *Odes* of Horace, translation from English into Latin prose. 2. *Greek*.—Grammar, Xenophon's *Anabasis*, Books I. and II., Homer's *Iliad*, Book I., translation from English into Greek prose.

3. MATHEMATICS.—*Euclid*.—First six books, with problems on the first four books. *Algebra*.—The same as for Class II.; with the addition of indeterminate equations; progressions; ratio, proportion, and variation; permutations and combinations; the binomial theorem; notation, interest, and annuities; plane trigonometry.

4. MODERN LANGUAGES.—(One branch only need be taken.) 1. *French*.—Grammar, reading, translation into English from any modern French author, in prose or verse, translation from English into French prose. 2. *German*.—Grammar, reading, translation into English from any modern German author, in prose or verse, translation from English into German prose.

5. NATURAL SCIENCES.—(One branch only need be taken.) 1. *Animal*

and Vegetable Physiology.—A general knowledge of the subject. 2. *Chemistry.*—A general knowledge of inorganic chemistry. 3. *Physics.*—The laws of motion, the forces of nature, light, heat, magnetism, and electricity.

In the case of a head teacher in the charge of a boys' school or mixed school, the salary, if a residence is not provided by the Minister, is supplemented by an allowance for house rent. Wives of teachers acting as assistants under their husbands do not receive the full salary assigned to their classification (if any), unless they hold defined staff rank. Promotions from one class to another are made upon examination only. Teachers are not eligible for examination for admission into the first class unless they have been admitted to the second class, or produce evidence of having passed an examination entitling them to such admission. Promotions from one division to another division of the same class are made as a reward for efficient service testified by one or more favourable reports of an inspector. No promotions are made so as to pass over an intermediate class or a division of a class. The Minister, at the end of every year, reviews the status of all classified teachers who are eligible for promotion in classification without examination. The Governor in Council may, in case of gross inefficiency, neglect of duty, or misconduct, reduce a teacher from a higher to a lower classification in the same class or from one class to another.

TEACHERS AND SALARIES.

The fixed salaries of teachers of each class and division are as follows, and the figures in brackets will show the numbers actually at work last year :—

				MALES.		FEMALES.	
Class I.—Division	1	-	(3)	-	£204	-	(1) £180
	2	-	(6)	-	192	-	(1) 168
	3	-	(4)	-	180	-	150
Class II.—Division	1	-	(32)	-	168	-	(8) 138
	2	-	(27)	-	156	-	(1) 126
	3	-	(47)	-	144	-	(6) 114
Class III.—Division	1	-	(70)	-	126	-	(36) 96
	2	-	(44)	-	114	-	(63) 84
	3	-	(41)	-	102	-	(67) 72
				<hr/> 274		<hr/> 183	

The salaries of pupil teachers are as follows :—

				MALES.		FEMALES.	
1st Class	-	(37)	-	£40 per annum	-	(72)	- £20 per annum.
2nd "	-	(20)	-	45 "	-	(62)	- 25 "
3rd "	-	(16)	-	55 "	-	(43)	- 35 "
4th "	-	(18)	-	70 "	-	(54)	- 50 "

CAPITATION GRANTS.

In addition to the fixed salaries at the rates already stated, capitation allowances are made to head teachers and to assistant

teachers with defined staff rank, according to the average attendance of children in the school, at the following rates per annum, for boys' schools and mixed schools :—

RANK ON STAFF.	Under 17.	From 17 to 140.	From 141 to 210.	From 211 to 280.	From 281 to 350.	From 351 to 420.	From 421 to 490.	From 491 to 560.	From 561 to 630.	Above 630.
Head Assistant, -	£ 1	s. 10	s. 6	s. 6	s. 6	s. 5	s. 4	s. 4	s. 4	s. 3
First Assistant, -	..	10	7	4	2	1	1	1	1	1
Second Assistant, -	7	3	2	1	1	1	1	1
Third Assistant, -	7	3	2	1	1	1	1
Fourth Assistant, -	7	3	2	1	1	1
Fifth Assistant, -	7	3	1	1	1
Sixth Assistant, -	7	3	2	1
Seventh Assistant, -	7	3	1
Eighth Assistant, -	6	1

Female teachers in girls' schools or mixed schools receive two-thirds of the set rates ; teachers in infant schools one-half of the set rates. In cases where the average attendance falls permanently below thirty, the capitation allowance may be withheld by the Minister.

All male head teachers were provided with residences, except twenty-six who received allowances for rent, varying from £6 to £50 per annum. Allowances for high cost of living in outside districts, varying from £10 to £112 per annum, were made to sixty-four male teachers ; similar allowances, varying from £4 to £30 per annum, were made to forty-three female teachers. The capitation allowances of head teachers ranged from £18 to £215 per annum for males, and from £13 to £174 per annum for females. Assistant teachers with staff rank received capitation allowances, varying from £9 to £90 in the case of males, and from £10 to £55 in the case of females. The emoluments of adult male teachers ranged from £35 to £498 ; and those of adult female teachers from £20 to £384 per annum. Drawing classes were conducted at Brisbane and Ipswich for the benefit of teachers and pupil-teachers ; the instructors of these classes received £100 and £30 per annum respectively.

Married men are likely to be appointed at first to small mixed country schools of from thirty to sixty pupils. It may happen that no school is vacant to which they may be sent as head teacher immediately on landing, in which case they are required to assist temporarily in some of the town schools and learn the routine of the service. Such temporary service is paid for at classification salary rate, and is not likely to last longer than a few weeks. In small schools their wives are required to teach sewing according to the following regulation :—In mixed State schools, where there is no female assistant, the head teacher's wife (if any) is required to teach needlework to the girls for one hour

on two school-days in each week, which hours must be entered on the time-table. She is considered as a paid member of the school staff, and the teacher's salary is deemed to include remuneration for her services. The Minister may at his discretion withdraw one-half of the capitation allowance payable to the head teacher in respect of the girls attending the school when his wife fails to perform her school duties without leave of absence first obtained. Appointments held by teachers' wives will, unless otherwise ordered by the Minister, terminate on the removal of their husbands.

Unmarried male teachers and female teachers accepted for employment as assistants, are appointed at first at their (probationary) classification rates of salary only, without defined staff rank and accruing capitation allowance, to which, however, they will be appointed as vacancies occur, when they have proved themselves to be capable disciplinarians and class teachers. Females accepted for employment as head mistresses may be appointed as assistant teachers in large schools until a vacancy for a head mistress occurs, and under any circumstances may be required to serve in that capacity for three months, to enable them to become acquainted with the system and routine of the service. As assistants they are not likely to have less than £50 capitation allowance, in addition to their classification salary. They may be employed as teacher (1) of schools for girls, or (2) of schools for girls and infants. All selected applicants are required to enter into a written engagement to serve as teachers under the Department for three years.

THE CLAIMS OF QUEENSLAND.

The following are given by the Government as some of the advantages of emigrating to Queensland and serving under the Department:—(1) A genial climate which, though hot and dry in parts and at times, is generally admitted to be healthy. (2) The emoluments offered are equal to, if not higher than, current rates ruling in the mother country for the same kind of work, and the prospects of promotion are good in a young country whose population is so rapidly increasing as is that of Queensland. (3) There are better openings for the children of teachers when of an age to go out in the world. (4) Many opportunities of easy and safe investments for savings, so as to secure high interests. (5) Great social and political freedom. (6) The advantage of serving under a government department instead of under local boards, managers, or committees. (7) Every classified teacher is a civil servant, appointed, transferred, promoted, or reduced in status only by the Governor in Council.

During the past year 31 male teachers from the mother country, trained and classified under the Privy Council, were absorbed into the Department. Of these, 28 were sent out by the Agent-General, in pursuance of instructions from the Department;

21 of them were married men, who were placed in charge of State schools, and the other 7 were single men, who were appointed as assistants in large schools. Similar action must go on as long as the number of male ex-pupil teachers, trained under the Department, is not sufficient to supply the vacant assistantships as they occur, still less to provide married head teachers for the increasing number of schools. Numerous applications have been received from teachers in the other colonies, notably Victoria; but the applicants generally ask a higher rate of remuneration than the Queensland Department can offer to teachers of their standing, particularly as most of them are unmarried men, who are not eligible for the charge of mixed State schools.

SCHOOL CURRICULUM.

It is ordained by law that the whole cost of instruction in the primary schools shall be defrayed by the State, and no fees shall be charged to any child attending the same. The subjects of instruction in the primary schools are as follows:—Reading, writing, arithmetic, English grammar, geography, history, elementary mechanics, object lessons, drill and gymnastics, vocal music, and (in the case of girls) sewing and needlework.

Teachers are allowed, with the sanction of the Minister first obtained, to give instruction in subjects not included in the foregoing list, and to charge fees for such instruction, at such rates as may be agreed upon. Such instruction in extra subjects must be given before or after the regular school hours, and so as not to interrupt or interfere with the course of instruction prescribed by law, or the times appointed for giving religious instruction, or the forenoon and mid-day recesses. No books must be used in schools except such as are from time to time authorised by the Minister. Teachers receive notification of changes in, or additions to, the list of authorised school books and reference books.

The "Standard of Education" is defined to mean a competent knowledge of reading, writing, and arithmetic to the satisfaction of an inspector of schools; and the limit has been fixed at the fourth standard of the Queensland programme of school work, which is as follows:—

Reading.—To read the Third Reading Book; to spell the words both orally and in writing; to know and understand the meanings of the words and the matter of the lessons; to repeat from memory six of the pieces of poetry.

Writing.—To write on paper from a copy, and on slates from dictation, with the proper use of capitals.

Arithmetic.—To know the tables of money, weights, and measures; to read and write numbers both in Arabic and Roman numerals; to work sums in the compound rules and reduction, including bills of parcels, rectangular areas, and other practical problems: to perform mentally easy operations in these rules.

Object Lessons.—To know the qualities of the materials of the more common manufactured products, and to describe the processes of their manufacture.

Laws of health, domestic economy (for girls).

Drill and Gymnastics.—To know drill as far as page thirty-five of the drill book, and to perform orderly class movements.

Vocal Music.—To know the more common scales and keys in music ; to sol-fa a passage in simple, common, or triple time, and in the natural scale ; and to sing suitable songs and rounds in parts (Stimpson to p. 64).

Needlework for Girls.—The same as for the preceding class, and in addition—stroking and stocking in gathers, button-holes, patching, darning, and plain marking in cross-stitch.

SCHOLARSHIPS AND EXHIBITIONS.

In addition to the ordinary instruction given to the pupils in the State schools, provision is liberally made for rewarding the diligent and painstaking among them, and those who may be desirous of entering upon a lengthened and higher course of study. Every year 120 State school scholarships are set apart for competition. Of these 90 are for boys, and 30 for girls. The scholarships, when gained, entitle the winners of them to a free education, at any grammar school in the colony, for a period of three years. The only restrictions placed on the competition are as follows :—The candidates must be under fourteen years of age on the 31st of December in the year of examination ; they must have been in fairly regular attendance at a State school, or other school under Government inspection (this throws the competition open to the pupils of Roman Catholic schools), for six months immediately prior to the examination ; and pupils in the school for a period of eighteen months. The examinations are held simultaneously throughout the colony, the subjects being the same as those prescribed for children who have reached the fourth class in a State school. When the examination is over, the papers are forwarded to the Education Office, and the inspectors examine them and decide on the merits of each. Last year it was found that for the 90 boys' scholarships no less than 103 attempted to gain them, but out of the 103 only 38 came up to the standard of the percentage of marks determined upon. For the 30 girls' scholarships 30 entered, but only 8 succeeded in carrying off the prize. The number for winners is considerably less than in previous years, and possibly results from the examination papers being framed on a higher scale than heretofore.

Every year a competitive examination for three Exhibitions to Universities is held, for which the papers are prepared and examined by the Professors of the University of Sydney. These are open to all students under 19 years of age, and the winners in the contest obtain an annual sum of £100 for three years, on condition that they proceed to some university approved of by the Governor in Council, and that they continue as students of such university for the whole period of the grant. These prizes have been open for competition since 1878, and the men who have gained them have in the majority of instances, if not in all, distinguished themselves at Sydney, Melbourne, Glasgow, Edinburgh, London, Cambridge, and Oxford.

Indeed, the list of the men, with their doings after they have entered upon their university work, is one that the colony or any people might well be proud of. Out of the 21 successful competitors for those university examinations, no less than 12 were youths who had the foundation of their education laid at the State school, thence by a scholarship they passed to the grammar school, and from thence to the university, where they acquitted themselves well, and did honour to the institutions in which they had been reared and trained.

It is not without justification, therefore, that in the paper from which we have already quoted the author should write as follows:—Probably the best proof of the excellence of our system, and the efficiency with which it is worked, is the fact already stated, that our State school scholars more than hold their own when pitted against those whose education has been given at grammar and other schools, and who, when they enter upon the wider field of university life, take up, after hard contests, positions of honour, and carry off prizes of merit. It is not only in scholastic circles that we find these evidences of good results, but, as we look around, we find that the rising men in our professions, in our businesses, in our factories (and we hope soon to say, in our politics), are those who have been fitted for life's work and fight in the State schools so munificently provided for by our Parliament, and who have passed from these on to grammar schools amply endowed and liberally subsidised by the State. Queensland may well be proud of her immense territory, her rich resources, her magnificent climate, her varied products, and her progress in the past and greater probabilities for the future,—but there is nothing that she has cause to be prouder of than her educational institutions, the foundations of which were laid by wise and thoughtful men in the past, and the superstructure of which is now being built up by men well qualified to be the successors of those who did such good work in the years gone by.

SCHOOLS AND BUILDINGS.

Primary schools are of two kinds—State schools, which are maintained wholly at the public expense; and provisional schools, which are maintained partly at the public expense. Provisional schools are of three classes:—(1) Regular provisional schools, where the teacher teaches in one school only. In these the average attendance must be not less than twelve children of school age. (2) Part-time provisional schools, where one teacher teaches in two or more schools, devoting a portion of his time to each. In these, the average attendance at any one place must not be less than six children of school age. The teacher of a circuit of part-time provisional schools is required to spend, at the principal points in his circuit, such part of each day, each week, each month, or each year, as the Minister may determine. (3) Special provisional schools for the instruction of neglected children. These

may be opened in the evenings or at special times, and an average attendance of not less than twelve must be maintained at them. New State schools are not established except :—(a) Where central, sufficient, and suitable sites have been secured not too near to any other school already established or about to be established by the department ; (b) where a permanent average daily attendance of not less than thirty children of school age is likely to be secured ; and (c) where a sum has been paid to the Minister, or placed to his credit in a bank, amounting to one-fifth of the estimated cost of erecting and furnishing such school buildings as are required, having regard to the number of children likely to attend the school. The department makes provision for the ordinary maintenance and repairs of State schools, and for such additions or alterations as are rendered necessary by increased attendance. Improvements and additions which are desirable in order to complete the equipment or convenience of the school premises, and which were not constructed at the original establishment of the school, are not carried out until one-fifth of the cost has been locally contributed. All schools are supplied by the Minister with the necessary apparatus and text-books for use in the school. The parents of the children must provide them with duplicate text-books and slates for home use, and with copy books and exercise books. Minor requisites, such as pens and pencils, must be provided at the parents' expense. Head teachers are authorised to furnish such articles to their pupils, and to repay themselves for the actual outlay from a fund to be derived from monthly, quarterly, or half-yearly contributions paid in advance by their pupils.

The time of every teacher is considered as wholly devoted to the discharge of his duties. Teachers cannot, therefore, engage in trade or other business without incurring the danger of losing their positions in the service. No teacher is allowed to take any part at meetings which are likely to create local ill-feeling. Head teachers provided with residences are required to keep the school buildings clean without cost to the Department. Teachers are authorised to administer corporal punishment in their schools ; but this power, as in the case of New South Wales, is to be used seldom and with discretion. A head teacher may, with the approval of the Minister, delegate this power to an assistant. Every case in which corporal punishment is inflicted must be recorded in a register kept for that purpose. Children may be detained after school hours as a punishment for disobedience, misconduct, or failure to learn home lessons. If any charge is laid against a teacher before a magistrate, the Minister must be immediately informed of the facts of the case by the teacher.

Teachers about to marry are required to give timely notice of their intention to the Department. They must not leave their school duties to vote at elections. They are prohibited also from seeking the interest of influential persons outside the Department to obtain promotion, transfer, or other advantage ; any infringement of this rule is severely dealt with. They are required, also,

like their brethren in other parts of Australia, to be familiar with the treatment of snake bites, and their attention is requested to some definite directions for the detection of the presence of white ants in the buildings under their care, and for the arresting of the ravages of the ants when their presence is discovered. This information will assist them in carrying out the general instructions regarding the care of school buildings, and enables them to prevent the destruction of the valuable public property entrusted to their care.

PUPIL TEACHERS.

Head teachers are required, as part of their duties, to devote one hour and a-half of each school day to the special instruction of their pupil teachers (if any). Of this time not less than half must be before the regular school hours in the morning, and no part is to be during the mid-day recess. Assistant teachers, if required by the head teacher, must devote one half-hour of every school day to the instruction of the pupil teachers, subject to the direction of the head teacher. Where there are pupil teachers, a time-table of pupil teachers' lessons must be kept suspended in the school. A fee at the rate of £5 per annum for the period of instruction is paid for every pupil teacher trained in a school, and who passes the annual examination. If the pupil teacher has been trained by one teacher only, the whole amount of the fee is paid to such teacher; if he has been trained by more than one, the fee is divided amongst them, in such proportions as may be fixed by the Minister. The Minister may grant permission to two or more head teachers in town schools to unite their classes of pupil teachers for the purposes of instruction; or he may require such classes to be taught together, and prescribe the necessary arrangements.

NUMBER OF TEACHERS.

Last year the number of teachers employed was 1152—namely, 457 classified teachers, 266 unclassified teachers, and 429 pupil teachers, as follows:—

In State schools—	Classified.	Unclassified.	Pupil Teachers.
Males - - -	274	47	142
Females - - -	183	70	286
In Provisional schools—	Classified.	Unclassified.	Pupil Teachers.
Males - - -	—	90	1
Females - - -	—	59	—
Total teachers—			
Males - - -	274	137	143
Females - - -	183	129	286

The distribution of the teachers may also be summarised thus:—

	Males.	Females.
In State schools - - -	463	539
In Provisional schools - - -	91	59

SCHOOL ATTENDANCE.

The schools in operation last year were :—State, 239 ; Provisional, 150 ; Reformatory, 2—total, 391. The annual enrolment was 52,556, the mean quarterly enrolment was 39,925, and the average daily attendance was 27,863. The teachers of 107 schools reported 640 children—391 boys and 249 girls—of school age, residing within two miles of their schools, whose education was totally neglected. The number of neglected children thus reported is probably, reckoning from the annual enrolment, about $1\frac{1}{2}$ per cent. of the whole number of children in the colony who ought properly to be at school. There are 298 schools whose teachers report that no children exist in their neighbourhoods whose education is wholly neglected. The teachers of 19 schools give no report on this point.

As regards compulsory education (according to a paper issued under the auspices of the Queensland Commissioners), all that can be said is that clauses requiring such exist in the statute, but they have never been enforced. The Act demands that the parent of every child, of not less than six years nor more than twelve years of age, shall, unless there be some valid excuse, cause such child to attend a State school for sixty days at least in each half-year. Any parent neglecting or refusing to send such child to school for the period mentioned, and not having a valid excuse, is open to prosecution, and on conviction is liable to a fine of twenty shillings for a first offence, and five pounds for any subsequent offence ; in default of payment, imprisonment may be ordered for seven days for a first offence, and thirty days for a second or subsequent one. So stringent are the clauses dealing with compulsory education, that only four reasons for not sending a child to school are accepted as valid reasons. First, that the child is being efficiently taught ; second, sickness, fear of infection, or any unavoidable cause ; third, no State school within two miles of the child's home ; and, fourth, that the child has been educated up to the prescribed standard. The reason why these compulsory clauses are not carried out is that they can only be enforced in such parts or districts of the colony as the Governor in Council shall proclaim from time to time as within their operation. Such proclamation has never yet been made for any part of the colony, and therefore the clauses are inoperative. It is not likely they will remain so much longer, for every year reveals the necessity of action in this direction, if we would preserve some of our juvenile population from ignorance, and possibly from crime.

EXPENDITURE.

The gross expenditure of the Department on all services amounted to £177,489, 15s. 10d., and included payment for State education in primary and grammar schools ; for State school scholarships to grammar schools and exhibitions to universities ; for the support of orphanages ; for the museum ; and

for technical education. The total expenditure on primary education was £150,160. The cost of departmental administration and inspection was £8695, 2s. 2d., of which seven-eighths, or £7608, 4s. 5d., may be fairly apportioned to State schools, and the remaining one-eighth, or £1086, 17s. 9d., to Provisional schools. The expenditure on State schools, exclusive of administration and inspection, was £131,339, 6s.; and on Provisional schools, £10,125, 11s. 10d.; and with proportionate cost of administration and inspection, £138,947, 10s. 5d. and £11,212, 9s. 7d. respectively. The expenditure on State schools, excluding cost of administration, inspection, special instruction, and buildings, was £92,473, 10s. 4d. The average cost per head of children enrolled and in average daily attendance in State schools during the last year was £3, 12s. 4½d. Taking the average attendance of pupils at 27,863, and the gross expenditure on primary education at £150,160, the average cost of education per pupil in State and Provisional schools for the year is found to be £5, 7s. 8½d. The value of the school property of the Department, exclusive of the value of sites granted by the Government, is estimated at £205,000. The following are a few of the details:—

BY DEPARTMENT—

Salaries of Officers	£3,439	2	0
Contingencies	929	2	3

BY INSPECTION—

Salaries of Officers	2,875	0	0
Contingencies and Travelling Expenses	1,451	17	11

BY SPECIAL INSTRUCTION—

Drawing Masters (2)	130	0	0
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BY STATE SCHOOLS—

Salaries of Teachers and Pupil Teachers	67,818	10	11
Capitation	17,986	2	1
In lieu of Residence	1,033	3	0
Instruction of Pupil Teachers	1,050	0	0
Travelling Expenses	1,097	19	1
School Requisites	1,696	1	1
Buildings, Repairs, Furniture, etc.	36,455	12	6
Ditto, Supervision—Salaries	1,342	16	8
Travelling Expenses	503	10	1

BY SCHOLARSHIPS—

Exhibitions to Universities	700	0	0
Exhibitions to Grammar Schools	1,363	19	6
Exhibitions—Travelling Expenses and Contingencies	116	6	6

BY GRAMMAR SCHOOLS—

Brisbane Endowment	£1,250	0	0
Brisbane (Girls)	1,183	5	0
Ipswich Endowment	1,000	0	0
Toowoomba Endowment	1,000	0	0
Maryborough Endowment	1,000	0	0
Ditto (Girls)	500	0	0
Rockhampton Endowment	1,000	0	0

BY ORPHANAGES—

Brisbane — Diamantina Orphanage	4,411	6	8
New Orphanage Building	2,109	4	4
Brisbane Infants' Home	104	2	6
Brisbane St. Vincent's Orphanage	3,206	0	0
Brisbane, Inspector's Salary	315	5	7
Rockhampton, Maintenance	1,836	10	8
Mackay—St. Joseph's Orphanage	870	0	10
Townsville, Maintenance	1,047	0	0
Deaf, Dumb, and Blind Institution	350	17	0
Orphanages—Salaries of Clerks	211	15	6
Orphanages—Travelling Expenses	219	3	11
BY BRISBANE SCHOOL OF ARTS—			
Technical Education	900	0	0

STATE ORPHANAGES.

A feature which will interest the educational philanthropists of this country will be found in the orphanages which have been established by the Queensland Government. There are now under the Department six institutions for the reception and care of neglected children—viz., the Diamantina (Brisbane), Rockhampton, and Townsville Orphanages, the Infants' Home (Brisbane), and the Licensed Orphanages at Nudgee and Mackay. The Government grant for their support in 1885 was £13,815, and the private contributions from parents, guardians, etc., paid into the consolidated revenue amounted to £1195. The average number of the inmates of the six institutions was 523, and the sum spent on their maintenance was £9310. The sum of £1908 was paid for children who are boarded out at the rate of tenpence a day for board, lodging, and clothing. The amount voted by Parliament for the maintenance of the Brisbane Orphanage is expended under the supervision of the Department. Two others are managed by trustees, and the remaining two receive an allowance at the rate of tenpence per day for each child, and each servant employed. The ranks of the orphan children are recruited chiefly from neglected children found wandering in the streets by the police, and whose fathers are probably in gaol; from the children of newly arrived immigrants, who have lost one or both parents; and from orphan children who have no one to look after them. After the children reach the age of twelve, they may be hired out for service.

Speaking on this branch of the subject, the Inspector of Orphanages reports:—The applications for this class of children are largely in excess of the numbers available, there being about six applicants for every child. This is to be accounted for by the scarcity of servants and the good name which the children bear amongst employers. Their conduct must be pronounced as good, and being young they are eager to learn. Complaints made against them are few, and a word spoken in season generally has the desired effect. Most of these children have been boarded out during their early years, and it speaks well for their foster-parents that the results of their bringing up have proved so beneficial. These children are invariably well fed, and nearly always well treated. They are better dressed than the boarded-out children, their employers being, of course, much better off than the foster parents. There is a boy at Redbank Plains who has charge of the place for weeks together, when his master is away and only the mistress at home; he looks after the cattle and the farm, and can be trusted implicitly. There is another one at Tingalpa, who, besides milking and general farmwork, can wash, scrub, churn, hem shirts, etc.; he has all his money paid into the bank, and never spends a penny. Of the girls, there are many who are simply invaluable to their mistresses, and who will be a credit to the colony by and by. The age at which State children are now

discharged is sixteen years, a very trying period at which to launch them on the world. Two-thirds of the wages of the State orphanage children are paid quarterly in advance into the savings bank, the Under-Secretary for Public Instruction acting as trustee, the other third is supposed to be given to the child as pocket money. I do not think they always get it, and should prefer if the whole of the wages were paid into the bank, the interest for which would mount up considerably before the child reaches eighteen years. The sleeping accommodation provided for these children is usually superior to that available for servants. The State child is treated more as one of the family, and hence fares better."

Children also are boarded out at the rate of tenpence a day to provide for all their wants. The system continues to grow in favour. For the future it is not intended to board out children in homes within a radius of two miles of the centre of Brisbane. The attendance of these children at school is good, and is rendered still more regular by means of a new form lately introduced, which the head teachers are required to fill in at the end of each month, showing the daily attendance, the appearance of the children, their conduct, etc. It is also the plan allowed in some cases "to adopt" the children of the orphanages. Although the child is adopted, and usually takes the name of its foster-parents, the department by no means ceases to take an active part in the child's welfare. The child has to be sent to school daily whilst within school age; it is subject to inspection in the same manner as the State children; and wages have to be paid when the child reaches twelve years.

SPECIMENS OF WORK.

It only remains to be said that the Queensland State schools have sent some excellent examples of their work to the Colonial Exhibition. These include about six hundred specimens of maps, drawing, dictation, ornamental penmanship, and needlework. They are fairly selected as ordinary specimens of the daily work, and are well worth the examination of teachers. The following are statistics of some of the schools in the twelve towns which have entered the lists as contributors:—

	Roll.	Average.	Emoluments.
Brisbane (Central),	2589	1224	£4843
Bowen (Girls'),	116	71	300
Charter's Tower,	1062	578	2000
Gladstone,	141	94	405
Gympie,	539	274	932
Ipswich,	205	105	571
Mackay,	71	34	211
Maryborough,	1358	677	2227
Rockhampton,	1576	874	2676
Toowoomba,	720	362	1296
Townsville,	766	374	1359
Warwick,	359	359	1412

PART XV.—NEW ZEALAND.

The three islands of New Zealand, lying between 34·23 and 47·19 degrees of south latitude, extend over a length of nearly 1200 miles. The area of the north island is about 44,000 square miles, or rather less than that of England. The area of the south is 55,000 square miles, or about the size of England and Wales. The three islands have an area almost equal to that of Great Britain and Ireland. New Zealand has been wise in its day and generation so far as concerns the endowment of its schools with plenty of land to spare. It has set aside a noble portion for this praiseworthy purpose, and as its prosperity increases the good work will go on with all the greater ease. At present its financial affairs are somewhat depressed, but New Zealand is quite content to wait till the clouds roll by. It has a future, and education is inseparably bound up with its success. Briefly stated, the endowments for primary education in the principal districts are as follows:—

I.—SUMMARY OF PRIMARY EDUCATION RESERVES IN THE EDUCATION DISTRICTS.

Education Districts.	Reserves Leased.		Reserves Not Leased.
	Area.	Present Annual Income.	Area.
	Acres.	£ s. d.	Acres.
Auckland ...	4,895	725 19 0	26,072
Taranaki ...	1,790	453 16 0	3,254
Wanganui ...	5,862	737 17 9	2,969
Wellington ...	7,593	324 9 6	8,195
Hawke's Bay ...	40,470	2,845 14 2	21,667
Marlborough ...	542	104 5 0	37
Nelson ...	1,619	144 14 9	784
North Canterbury	30,108	7,230 16 1	1,216
South Canterbury	16,996	6,496 14 4	39
Grey ...	33	10 4 0	2,129
Westland ...	1,000	4 0 0	11,527
Otago ...	15,288	2,514 7 11	1,832
Southland ...	339,847	12,697 9 6	24,520
Total ...	466,049	34,290 8 0	104,247

2.—SUMMARY OF PRIMARY EDUCATION RESERVES IN PROVINCIAL DISTRICTS.

Provincial Districts.	Reserves Leased.			Reserves Not Leased.		
	Area.	Present Annual Income.		Area.	Estimated Present Capital Value.	
	Acres.	£	s. d.	Acres.	£	s. d.
Auckland	21,396	1,533	13 8	32,725	28,385	0 0
Taranaki	3,127	752	0 4	5,463	18,763	0 0
Wellington	12,120	764	2 11	8,956		
Hawke's Bay	23,969	2,037	19 6	15,014	13,890	5 0
Marlborough	650	121	5 0	174	1,515	0 0
Nelson	4,649	541	18 4	897	1,585	10 0
Canterbury	44,001	13,323	10 10	1,118	1,205	0 0
Westland	1,000	4	0 0	13,543	7,317	7 6
Otago	355,136	15,211	17 5	26,552	43,294	0 0
Total	466,049	34,290	8 0	104,247		

NOTE.—The information from which the preceding tables have been compiled was furnished by the School Commissioners of the several provincial districts, who alone are in possession of the requisite particulars.

The School Commissioners of Wellington Provincial District have not furnished any estimate of the present capital value of the reserves; the column under this heading in their return has the following entry:—"The Commissioners have no data upon which to estimate the present capital value of their reserves."

The total area available for primary educational purposes is 564,896 acres, valued at £637,159, and yielding a rental of £34,398. For secondary and university education the land is valued at £548,913, with a rental of £28,760; and since the Commissioners took charge of this property about £130,000 has been spent for the higher class schools and colleges. The primary school buildings are now valued at £466,761; the furniture, at £42,250; the teachers' dwellings, at £150,627; the sites, at £163,747; the gardens and lands attached to the school-houses, etc., £24,799; giving a total of £848,184.

The system of education is secular, entirely free, and partly compulsory. It is under a Minister of Education. There are thirteen Education Boards, which have the general management of education in their districts; and for each school district there is a school committee, elected annually by householders and parents of children. There is rarely more than one school in each district. The cumulative-voting principle is applicable to the election of these committees. The Boards are elected by the school committees. Each Board consists of nine members, and three retire annually. The Boards have the appointment of the head masters and assistant teachers, and most Boards have consulted the committees before appointments were made. The power of the dismissal of teachers virtually rests with the Boards, and the

advantage of that has been that the teacher's position has been more secure than it was before the new Education Act came into force. There is a moral in this fact which should not be overlooked among ourselves. The evils that flow from the present system of small School Board areas are notorious, and need no enumeration at our hands. If these areas were enlarged, in the way of Boards for counties or wide districts, the same benefits which have arisen in New Zealand would be the inevitable result in the home country.

SCHEME OF INSTRUCTION.

At the beginning of the present year a new scheme of instruction came into force, arranged in standards, and examined by an efficient body of inspectors. The examination reports must show the number of pupils presented in each standard or class, the number of "passes" in each standard, of failures in each class, of "exceptions" in each class, and of pupils absent from each class, the "percentage of passes," the "percentage on class-subjects," the "additional marks," and the character of the work done in the highest and lowest classes.

For the purposes of inspection and examination, but not necessarily for purposes of instruction, the pupils of every public school are divided into standard classes as follows:—The preparatory class must include all pupils below Class I., and may be called Class P. Class I. includes all the children preparing for or presented for Standard I., and may be called S1; Class II. includes all the children preparing for or presented for Standard II., and may be called S2; and so on to Class VI. Class VII. includes all pupils that have passed the Sixth Standard, and may be called S7. If necessary, Class P may be divided, the lower part being called P1, and the next P2. Every pupil in the school must be considered to belong to one of the classes thus defined.

It is to be noted that a fair allowance is made for irregular attendance. Against the name of any pupil who, during the three quarters preceding the quarter in which the examination takes place, has been present at the school less than half the number of times of assembling of the school, the head teacher may write the number of the attendances of such pupil during the three quarters; and, if such pupil do not pass for the standard for which he is presented, the pupil is not deemed to have failed, but is considered "excepted," and is included by the inspector in the number of "exceptions" reported.

In order to obtain a pass a pupil must be present in class during the examination in the class-subjects for a standard which he has not already passed, and must satisfy the inspector in all the pass-subjects for the same standard; except that failure in one subject (unless very serious) may be overlooked if, in the judgment of the inspector, it is due to some individual peculiarity, and is not the result of the pupil's negligence or of ineffective teaching.

As soon as possible after the examination of a school the head teacher is furnished with the names of the pupils who have passed the several standards. He must record the passes in the admission register, and issue to every pupil who has passed a standard a certificate of pass in that standard. Every pupil removing from one public school to another is required on entering to exhibit his latest certificate to the head teacher, who must make a record of the certificate in the admission register, and must not present such pupil for examination for the standard to which such certificate relates.

The following are the requirements for Standard VI. :—

1. PASS-SUBJECTS.—*Reading*.—A book containing extracts from general literature. *Spelling and Dictation* suited to this stage. *Writing*.—The copying of tabulated matter, showing bold head-lines, and marking distinctions such as in letterpress require varieties of type (e.g., the copying of these printed standards, or of a catalogue showing division into groups). *Arithmetic*.—Vulgar and decimal fractions; interest and other commercial rules, such as discount, stocks, partnership, and exchange, the metric system of weights and measures, and calculations with pound, florin, cent., and mil.; square root, and simple cases of mensuration of surfaces; mental arithmetic generally. *Grammar and Composition*.—Complete parsing (including syntax) of simple and compound sentences; prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by a part of the reading book; essay or letter; analysis of easy complex sentences. *Geography*.—Names and positions of places of political, historical, and commercial importance in Asia, North America, and the British possessions. Physical geography: atmospheric phenomena, winds, rain, ice; climate as affected by mountain, plain, and sea; distribution of the animals and plants of greatest value to man. *Drawing*.—Freehand drawing from the flat, and from simple rectangular and circular models. Drawing to scale. Simple geometrical figures with rulers and instruments. Easy common objects. Plans and elevations of plane figures and rectangular solids in simple positions. Simple scales. This will not be required before the 1st January, 1891.

2. CLASS SUBJECTS.—*Drawing*.—As defined above, but not to be a class-subject after the 31st December, 1890. *English History*.—The succession of Houses and Sovereigns, and the leading events of each reign, from 1485 A.D. to the present (precise dates not required); also the elements of social economy—that is to say, very elementary knowledge of such subjects as government, law, citizenship, labour, capital, money, and banking. *Elementary Science*.

3. ADDITIONAL SUBJECTS.—*Recitation*.—As for Standard V. *Singing*.—As for Standard V. *Needlework, Drill, and Extra Drawing*.

All the girls in any public school in which there is a mistress or assistant mistress must learn needlework, and, if the inspector is satisfied that the instruction in this subject is thoroughly systematic and efficient, he may judge all other work done by the girls more leniently than that done by the boys in such a degree as would be implied in reducing by 10 per cent. the minimum marks required for any examination pass. To secure full approval, the needlework of the several classes must be according to the following programme :—Threading needles and hemming. (Illustration of work: Strips of calico or a plain pocket handkerchief.) The foregoing, and felling, and fixing a hem. (Illustration: A child's

pinafore.) The foregoing, and stitching, sewing on strings, and fixing all work up to this stage. (A pillow-case, or woman's plain shift, without bands or gathers.) The foregoing, and button-holing, sewing on buttons, stroking, setting in gathers, plain darning and fixing. (A plain day or night shirt.) The foregoing, and whipping, a tuck run, sewing on frill, and gathering. (A night-dress with frills.) Cutting out any plain garment and fixing it for a junior class; darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; darning and patching fine diaper. If knitting is learnt it must be in the following order:—A strip of plain knitting; knitted muffatees, ribbed; a plain-knitted child's sock; a long-ribbed stocking.

INCOME AND EXPENDITURE.

The General Assembly last year voted money for the following purposes in connection with the public schools:—1. For grants to boards at the rate of £3, 15s. for every child in average daily attendance at the public schools, in accordance with the provisions of the Education Acts. 2. For supplementary grants to boards at the rate of 5s. for each child in average daily attendance. 3. For grants to boards at the rate of 1s. 6d. for each child in average daily attendance, for the support of scholarships established by them in accordance with the provisions of the Education Act. These are the only payments from the consolidated revenue that the boards can make applicable to scholarships. 4. For distribution amongst boards of the sum of £4000 by way of subsidy, with the view to aid and encourage them to make sufficient provision for the thorough and efficient inspection of the public schools. 5. For grants to boards for the training of teachers. The amount voted was £8000. 6. For special grants to boards for school buildings. 7. For aiding boards, in special cases, to acquire and improve grounds for recreation purposes. The amount voted was £1200. 8. For enabling boards to replace school buildings that had been destroyed by fire. The amount voted was £500. The capitation grants are paid to the boards monthly, in strict accordance with the ascertained average daily attendance of the preceding three months, as shown by the summary statements of the quarterly attendance furnished by the boards. The total income for the year was £419,247, and of this amount £306,572 was set aside for maintenance of schools, which includes teachers' salaries and allowances, grants to committees, training, and fire insurance. £59,008 was spent in buildings. The cost per scholar on the average daily attendance was £4, 2s. 7d., or reckoning the outlay on the buildings, £4, 18s. 8½d.

The department also gives aid to normal schools—schools providing for the training of teachers. Every district has a pupil-teacher system, and, valuable as this system is for the training of teachers, it has been rightly felt that there should be some training college to which pupil teachers might go for the perfecting of

their studies in teaching. There are training colleges or normal schools at Auckland, at Wellington, at Christchurch, and at Dunedin, and no doubt as other districts increase they may be able to establish similar institutions. The students in the normal schools at Auckland, Christchurch, and Dunedin have the opportunity of attending the university college lectures. Those in Wellington have not had the same advantages in this respect, but the Wellington board has done what it could to make up for the want of university teaching. Classes in science have been formed, and steps have been taken to render the teaching of the students as effective as possible.

SCHOOL ATTENDANCE.

During the past year the schools were 1021 in number, with 102,407 children on the roll, 78,327 in strict average attendance, but with what is called a "working average" of 80,302, or a percentage of 80 for the year. The teachers employed during the year in the ordinary public schools were as follows:—

	Males.	Females.	Total.
1. Teachers - - -	823	378	1201
2. Assistants - - -	166	390	556
3. P. T.'s - - -	169	693	862
	1158	1461	2619
4. Sewing mistresses - - -	-	-	148
			2767

The following were the numbers of the pupils in the various branches of instruction:—

Reading - - -	102,407	Elementary Science -	22,107
Writing - - -	101,953	Drawing - - -	74,587
Arithmetic - - -	100,857	Object Lessons - - -	77,061
Grammar and Composition	44,531	Music - - -	75,171
Geography - - -	59,222	Needlework - - -	36,162
History - - -	39,396	Domestic Economy -	7,179

The average number of pupils to a teacher varied considerably in the different districts—ranging from 24·6 in Marlborough to 39·1 in Otago. As a rule, the more sparsely-peopled districts, in which there is of necessity a larger proportion of small schools, show lower averages than the others. It is satisfactory to note that the proportion of certificated teachers to the whole number employed in the schools is yearly increasing. 365 of the teachers in the public schools had attended, for longer or shorter periods, one or other of the four training colleges in the colony.

Under the Act "school age" is confined to children from five to thirteen years, and the compulsory clauses may be brought into force against the parents and guardians of all children between the ages of seven and thirteen, provided they live within a distance of two miles from the school, as measured by the nearest

road, and even then the compulsory attendance is limited to one-half the period in each year during which the school is usually open. The compulsory clauses can only be enforced in any school by a vote of the majority of the committee of that school. The Bible is not read in the schools in order that no children may be kept away on grounds of religion. Religious instruction is left to home influences and to Sunday school teaching. So careful is the Act that none shall be barred from receiving elementary education through religious scruples, that if a parent shall object to his child attending the history lessons, the latter are allowed to absent themselves.

SALARIES.

The average salaries of the 2767 teachers amounted to £98, but, as this includes pupil teachers and sewing mistresses, it will be evident that the amount is to a certain extent misleading. The sums paid to teachers were as follows :—

Under £100	Under £300	Under £400	Under £400	Under £486 the maximum.
1549	949	207	47	15

About 700 head teachers have free residences, with gardens and fuel. The following statistics, selected from the complete list of schools in New Zealand, show the actual sums paid to the head teachers of fourteen schools, which are fairly representative of the whole :—

	Average Attendance.	Head Masters.	Head Mistresses.		Average Attendance.	Head Masters.	Head Mistresses.
1.	20	£120	£84	8	433	£324	£90
2.	29	130	100	9.	539	381	163
3.	53	186	70	10.	665	406	183
4.	77	205	105	11.	732	342	235
5.	113	200	105	12.	883	451	130
6.	242	410	159	13.	925	437	266
7.	385	350	175	14.	1,018	425	265

The Inspectors present very voluminous reports to the Central Office, and their remarks are a blending of generous commendation of all good work done, with clear exposition of faults that need to be corrected. They are paid sums which vary from £300 to £550, with allowances for expenses, which vary from £50 a year to £1 a day while on duty, with further grants for forage. The number of children presented for examination was 51·8 of the number on the roll and of these 76 per cent. were passed.

SCHOOL LIBRARIES.

Early in March, 1886, a circular letter was sent to the head-teachers of more than a thousand public schools, impressing upon them the importance of having a library for every school, and inviting them to state what had been done, or was likely to be done, in this direction in their own schools. To this

letter 137 replies were received. Twenty-four of these replies made report of school libraries in operation, which serve for thirty-three schools. One hundred and thirteen replies were to the effect that school libraries are not yet established; in twenty-one cases, however, efforts were being made, and in twenty-one others the writers promised to use their best efforts to secure the end desired. In two or three cases these efforts will be directed to the formation of public libraries, and the partial adaptation of them to the wants of children. One teacher reports that a school entertainment has furnished the nucleus of a fund, and that application is to be made to the Auckland Board for a subsidy. The report of that Board intimates that its practice is to grant a subsidy of one pound for every pound locally contributed to a school library, a practice allowed by "The Education Act, 1877," section 43 (6). Thirty-four teachers report either that neighbouring public libraries and Sunday school libraries supply sufficient facilities for reading, or that it is difficult to raise money for school libraries in addition to the others. Several teachers regret the apparent impossibility of obtaining school libraries, and make reference to other means employed by them to create a taste for reading, such as lending their own and their children's books, and using the *Illustrated London News* and the *Graphic* as aids to their teaching, and encouraging the children to become familiar with these publications; or they state that in many homes accumulated prizes and presents form small private libraries, from which exchanges in the way of loan are often made. In a few cases the report is that the teacher has tried and failed; but it is sometimes added that he will try again, and that he hopes the influence of the circular will strengthen his own, and lead to success. Some teachers say that the absence of the habit of reading is due to want of inclination and of time, rather than to want of books. In thirteen letters the scarcity of money is assigned as the cause of inaction, and in several of these appeal is made to the Government for help.

To encourage merit among the pupils there are scholarships involving an outlay of £5288 for 104 boys and 61 girls during the past year. There are 25 secondary schools with an income of £90,880, including £22,650 from fees and £25,778 from endowments. The amount paid for salaries in these schools was £36,084.

NATIVE SCHOOLS.

The natives are not overlooked in the educational arrangements, and for their benefit fifty-seven village schools are provided, with three for half-time, five subsidised, and six for boarders. There are 2226 attending the schools, of whom 1834 are Maoris, half-castes, or between Maori and half-castes, and these numbers show a great increase, notwithstanding the decrease of the race. There are also about eighty Maori children in boarding institutions, where they are trained in European habits

and ideas, and a large proportion of them are receiving instruction in the higher subjects. These native schools are being used as a means of teaching the Maoris the elements of sanitary science and social economy. A text-book, "Health for the Maori" has been published in English and Maori, and the Inspector is preparing one on Social Economy. The schools are also supplied with useful seeds and plants (such as the black wattle and the golden wattle), with pamphlets showing how to cultivate them.

NEW ZEALAND UNIVERSITY.

The New Zealand University is the custodian of the highest education provided by the State. It is purely an examining body, and has no fixed abode, the sessions of its Senate being held sometimes in one town, sometimes in another. By Royal Charter, dated 1877, "the degrees of Bachelor and Master of Arts, and Bachelor and Doctor in Law, Medicine, and Music, hereafter to be granted or confirmed by the said University of New Zealand, shall be recognised as academic distinctions and rewards of merit, and be entitled to rank, precedence, and consideration in our United Kingdom, in our colonies and possessions throughout the world, as fully as if the said degrees had been granted by any university of our said United Kingdom."

The body corporate consists of a chancellor, a vice-chancellor, and twenty-four fellows and graduates. It possesses two courts—the Senate and the Convocation—both of which have certain administrative powers, as specified in the Act. As the university does not undertake to teach, there are colleges which carry out this function in the principal centres of population. The professors in these colleges are men of large attainments, and their lectures are well attended; but there are no resident undergraduates as there are in so many of the English colleges, so that one of the main features in English university life is wanting. The subjects of examination for the degree of Bachelor of Arts are:—(1) Latin language and literature; (2) Greek language and literature; (3) English language and literature; (4) modern languages and literature; (5) general history and political economy; (6) jurisprudence and constitutional history; (7) mathematics; (8) physical science; (9) chemistry; (10) natural science; and (11) mental science. No candidate is admitted to the degree unless he passes in at least five of the above subjects, of which two must be Latin and mathematics. There are three classes of scholarships given by the university—viz., junior, senior, and medical. The first are of the annual value of £45, tenable for three years, and open to persons between the ages of 16 and 21, who have not already entered upon the university course. The second are given to students who distinguish themselves in the examination for the B.A. degree; their value is £60 per annum, and they are tenable for one year in the case of candidates preparing for an ordinary pass, and for two years in the case of those

studying for honours. One medical scholarship is offered each year of the value of £100, and is tenable for three years. Besides the B.A. and M.A. degrees, the following can be obtained at the university—namely, LL.B., LL.D., Mus.B., Mus.D., M.B., and M.D. The university, like the secondary and primary schools, gives only a purely secular education, and, consequently, the degree of Doctor of Divinity is not obtainable there.

In connection with the colleges which are carrying on the teaching operations of the university, are museums and art schools. The valuable collections already housed in the museums render possible lectures by university professors on mineralogy, botany, mining, and other subjects. In the art schools students are taught not only general art work, but building and machine construction, lithography, drawing on wood, etc.

ORPHANAGES AND INDUSTRIAL SCHOOLS.

For the education of orphans and of neglected children there are ten establishments, which are maintained wholly or partly by Government aid. Four of these are orphanages, three are industrial schools, and at three neglected children and orphans are educated together. The average number of children educating in these institutions is a little over one thousand. A system of boarding out and apprenticing has lately been introduced with the happiest results.

In Canterbury there is an institution for the education and training of deaf mutes, which has now been in successful operation for nearly four years. There are 36 scholars who come from all parts of the colony. The method of instruction is that known as the "articulation method," by which deaf mutes are trained to the use of the organs of speech, and learn both to speak in the ordinary sense of the word, and to understand, from the motion of the lips, the speech of others. The use of finger signs, or other means employed as substitutes for speech, is strictly excluded. The charge for board and education is £40 per annum, but in some instances children are admitted free, or at reduced rates. The institution is carried on at a cost to the Government of about £3159.

THE STUDY OF AGRICULTURE.

One of the most successful of the educational institutions in New Zealand is the Lincoln Agricultural College in Canterbury. The farm attached to the college consists of 500 acres of land of various quality—from rich swamp to comparatively thin light soil overlying deep beds of shingle. Consequently, the course of instruction embraces farming on all sorts of land. A distinctive feature in this institution not to be found in other Agricultural Colleges, such as that at Cirencester, is that the students take part in the daily work of the farm. They plough, milk, and harvest, and in this manner gain a thoroughly practical acquaintance with the every-day round of farm life, while at the same time they are

receiving instruction in agricultural chemistry, veterinary medicine, mathematics, surveying, book-keeping, etc. Other colleges conducted on a similar plan are talked of for other parts of the colony, so marked has been the success of the Lincoln institution.

SECONDARY SCHOOLS.

The secondary schools which have been incorporated or endorsed are twenty-six in number. The accounts of income and expenditure for 1885, furnished by the governing bodies of these schools, show receipts to the extent of £62,373, with outlay of £67,121. The receipts include £19,650 for rents and £13,749 for rates of land, while the school fees amounted to £18,826. The expenses of management were £2315, and the teachers' salaries £34,513. Judged by the amount of fees the two most successful institutions are the Grammar School at Auckland with a total of £2263, and the Otago High School with £2565. The salaries in these two schools were £4233 and £7961 respectively. Trade depression has told its tale upon the teachers, and these sums are less than they ought to have been. In consequence of the serious depreciation in the value of wool and all descriptions of farm produce, its tenants, both agricultural and pastoral, have experienced the greatest difficulty in paying their rents and instalments of purchase money, while a number are in arrear. Owing to these circumstances the Board has been forced to make a considerable reduction in the salaries of the teaching staff.

The weakness of the system lies in three directions, and these may be summed up in a single sentence:—First, there has not been a proper gradation between the primary and secondary schools; secondly, there has been more attention paid to the literary part of education than to the scientific; and, thirdly, technical instruction has hitherto been almost entirely ignored.

The Central Education Department is of a very limited character. In New Zealand there are only the Secretary to the Education Department, the Inspector-General of Schools, three clerks, and three cadets. The native schools, being directly under the control of the Education Department, have an organising inspector, but the staff which we have mentioned is all that the Central Government has for the distribution of the large sums of money placed under its control, and to aid the Minister in dealing with university, secondary, and primary education, as well as native and industrial schools. It will be seen, therefore, that the administration of education is left almost entirely to local management.

New Zealand is fortunate in having for its Minister of Education so enlightened a statesman as Sir Robert Stout. Trained as a pupil teacher in the North of Scotland, he sought his fortune in the South, first as a schoolmaster, and afterwards in commercial enterprise. He has worked his way upwards, and now occupies a position which is at once honourable to himself and advantageous to the colony which is the scene of his effective labours.

PART XVI.—TASMANIA.

The total population of Tasmania is about 130,000, and at the date of the census 64·62 per cent. of the population could read and write, 8·29 per cent. could read only, and 27·3 per cent. were ignorant of either accomplishment. Education, however, holds a high place in the thoughts of the Government, and it is claimed even that the system in existence is highly approved through the Colonies, not a few of the sons of wealthy Australians being sent there to be educated. The educational affairs are under the control of the Chief Secretary, who acts as Minister.

The number of schools in operation during 1884-5 was 191; number of distinct children on the rolls during the year, 14,846; average number on rolls, 10,144; average daily attendance, 7897. Total expenditure, £21,279, 1s. 10d.; average cost per head of scholars in daily attendance, £2, 15s. 10d.; average receipts from school fees per head, ditto, £1, 1s. 7½d. The average number of free scholars under instruction was 1067; and the amount paid by the Department for their instruction, £388, 15s.

By the Education Act, all property formerly vested in the Board of Education is transferred to the Minister controlling the Department, and his successors. Provision is made for the establishment and maintenance of State schools, including ordinary schools, provisional, half-time, and night schools, and the Minister may also establish model schools, in which provision shall be made for the training of teachers. The system of instruction is non-sectarian, but clergymen, or other religious teachers, are to be allowed to give religious instruction at the State schools to children of their own persuasion. Education is compulsory from seven to thirteen years of age, but exemption from attendance is allowed in the case of children of eleven years of age, who have been educated up to the compulsory standard. Children of school age, not coming under the exemption clauses, are required to attend school at least three days in each week. The rate of school fees, their remission in certain cases, and their apportionment among the teachers, are determined by regulation, and provision is made for the issue of free passes on the Government railways to school children. The Governor-in-Council may authorise the erection and repair of school-houses. He may make rules for regulating the terms on which schools may be used for other than school purposes; the system of instruction, including the determination of the com-

pulsory standard, the inspection of schools, the examination and classification of teachers, and their salaries, and generally for carrying the Act into effect.

The Governor is empowered to constitute school districts, and to appoint a Board of Advice, consisting of not more than seven members for each. The Board of Advice is to exercise general supervision over the schools in its district, and to report half-yearly to the Minister on their condition. The Board is empowered to spend upon their care or improvement of schools such a sum as may be allotted for the purpose by the Minister, to appoint special visitors, to suspend teachers or close schools in cases of emergency, and to extend the compulsory distance beyond the radius of two miles. It is also to enforce the compulsory clauses.

SCHOLARSHIPS.

The Council of Education is authorised to hold examinations in imitation of the Oxford and Cambridge annual local examinations, and to confer annually two Tasmanian scholarships and the degree of Associate of Arts. Eight scholarships, each of the value of £200 per annum, and tenable for four years at a British university, are founded; of which two are annually competed for by male Associates of Arts of above sixteen and under twenty years of age, and who have resided in the Colony for at least the preceding five years. Five exhibitions are annually bestowed upon boys or girls under fourteen years of age who have not during the previous six months been pupils of a Government school, and who have been resident in the Colony for two years immediately preceding the 1st June. These exhibitions are of the value of £20 each, tenable for four years at such school as may be named by the parents and guardians, and approved by the Council. In addition to these rewards, the Board of Education bestows annually twelve exhibitions of the value of £16, 13s. 4d. each, tenable for four years from 1st July at a school to be approved by the Board. Of these exhibitions six are for boys and six for girls. Candidates must be between the ages of ten and twelve, and must have attended one of the public schools at least twelve months prior to 1st June. Exhibitioners as a rule generally go from the public schools to one of the superior establishments independent of Government. There are four of these having a recognised position:—Horton College, Ross; the High School, Hobart; the Hutchins School, Hobart; and the Church Grammar School, Launceston. With the approval of the Board of Education the exhibitions may be held at other schools. A Gilchrist Scholarship is also awarded triennially to the candidate who passes highest at the Matriculation Examination of the University of London, which is conducted at Hobart. The value of the scholarship is £100 per annum, tenable for three years, at the University of Edinburgh, or the University College, London.

SALARIES.

The salaries paid to teachers of the public schools are as under:—
Certificated teacher, first class, division A, £156 per annum; division B, £144 per annum; second class, division A, £132 per annum; division B, £120 per annum; third class, division A, £108 per annum; division B, £96 per annum. The fourth class comprises probationers, who receive in the A division £84 per annum; in B division, £72 per annum. The above rates are for male teachers only, and are subject to a deduction of a fourth towards the salary of a female assistant. The positions are generally held by husband and wife conjointly. Certificated female head teachers receive—first class, £70 per annum; second class, £60 per annum. Probationers—Division A, £50 per annum; division B, £40 per annum. Promotion is by examination. In addition to these salaries teachers receive the school fees. In full-time schools the fees are fixed at 9d. per week, 2s. 6d. per month, or 6s. per quarter for each child, a reduction being made where there are several children. Teachers are not precluded from receiving higher fees where the parent is in a position to afford and willing to pay them. Under this system the income of the teachers in some of the larger public schools ranges from £400 to £500 per annum.

PART XVII.—FIJI.

The colony of Fiji comprises the islands lying between the parallels of latitude of 15° south and 22° south of the equator, and between the meridian of longitude of 177° west and 175° east of the meridian of Greenwich. This area may be described as contained in a square, the sides of which are 440 geographical miles in length. It is distant from Sydney about 1900 miles, and from Auckland 1200 miles. It lies north-east of Tonga 300, and south-west of Samoa 500 miles. The French colony of New Caledonia lies to the westward about 500 miles. The number of islands has been variously stated at from 200 to 250; but this must include mere uninhabited rocks and islets.

The geographical division of the colony into so many islands, and the small scale of the maps upon which they are usually represented, have led many to the impression that the colony is very small in area and importance. "But" (to quote from a speech of Lieutenant-Governor Des Vœux to the Legislative Council, Fiji), "it will probably surprise many educated people to be told that Viti Levu, one only of the eighty inhabited islands, is about as large as Jamaica, and considerably larger than Cyprus: that a second (Vanua Levu) would contain Mauritius three times over, and Barbados ten times; and that the aggregate area of the whole is greater than *all* the British West India Islands, including Trinidad."

The total area is slightly larger than the principality of Wales, which contains 4,734,486. The principal island, Viti Levu, may be compared in size to the collective areas of Kent, Sussex, Surrey, and Middlesex; and Vanua Levu is only a little smaller than the county of Devon. To give an idea of the magnitude of the larger islands by comparison with other tropical possessions of the Crown, it may be said that Viti Levu alone is nearly as large as Jamaica, twice as large as Trinidad, and six times as large as Mauritius. The aggregate area of the whole group is greater than that of all the British West India Islands put together.

Fiji is a Crown colony, the affairs of which are administered by a Governor and Executive Council. The laws are prepared by a Legislative Council, of which the Governor is President, composed of the Chief Justice and five other heads of departments as official members, and also of six unofficial members nominated by the Governor and appointed by the Queen for life.

On the institution of British authority in the Fiji Islands, the

Acts of the Parliament of New South Wales were, as far as applicable to the circumstances of the colony, temporarily adopted as the laws of the colony of Fiji; but in the Ordinance erecting a Supreme Court, it is provided that the law of England is to be taken wherever no other provision has been made by the local law, to be applied in a manner suitable to the circumstances of the colony.

The fact of the colony on its creation being practically without any system of legislation has enabled the Crown to initiate laws affecting the great interests of the colony, which might not have been possible under other circumstances.

The educational wants of the colony have been well provided for by an Ordinance of 1882, and an Amending Ordinance of 1885, under which the establishment and management of both common and high schools are provided for upon a similar basis to that adopted in the Australian colonies. Common schools have already been established in Suva and Levuka under the supervision of experienced and certified masters and mistresses, assisted by pupil teachers. The inspector's latest report shows that the attendance at Suva and Levuka is respectively regular, and that the educational results are fairly satisfactory. There is also a week-day school for European children at Namosi. For the natives the Wesleyan Mission have established day schools, at which some 42,000 children are being instructed. There is also established at Yanawai, Vanua Levu, a native industrial school, educating some 100 boys belonging to the northern provinces. The school is under European superintendence, assisted by seven *gase ni voli*, or Fijian tutors. In addition to the usual scholastic subjects, the boys are here instructed in agricultural and pastoral pursuits; in carpenter's work, particularly as to boatbuilding—in this they quickly become fairly proficient. It is intended to establish a second school of this description for the southern provinces. A site has already been selected in the province of Namosi, and within convenient distance of Suva.

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PART XVIII.—HONG KONG.

Perhaps nothing (says the writer of "Her Majesty's Colonies") has been more conducive to the estrangement of the criminal classes than the encouragement given by the Government to education in the colony. The Chinese are extremely alive to the advantages of a good education, and they eagerly seek admittance to the schools that the colony possesses. Last year there were 90 schools subject to supervision by the Government, attended by 5885 pupils, showing an increase of 51 schools and 3222 scholars under Government supervision in ten years time. In the same year there were also about 100 private schools not under Government supervision, attended by about 2000 pupils. The main educational centre of the Government is the Central School, which teaches concurrently Chinese and English, its main object being to give to the Chinese a sound elementary middle-class education in the ordinary branches of study that are favoured in Western schools.

Five other schools under direct Government management act as feeders to the Central School, and there are also twenty-four more, also under direct Government management, in which the education is Chinese only. They are attended by about 1000 pupils. In all the Government schools the education is entirely secular. A further encouragement is given to education by the grant in aid system, by which any school that is willing to submit itself to Government inspection, and to conform with certain rules laid down for its guidance, may obtain a contribution from the Government in the form of fixed fees for each pupil who passes a required standard and a personal fee to the teacher who instructs him. These schools may be denominational so far as they themselves are concerned, but the Government will recognise their secular aspect only.

The total cost to the Government in the year 1885 was about £7000 for the education of 5882 children, being an average of five dollars seventy-one cents a-head, not including the cost of buildings, repairs, and of the inspectorate of schools. It is estimated that about one-third of the children of school-going age at the present time receive education, the great majority of those not educated being females. From an English standpoint, the system of Government education would probably be condemned as reaching only the middle classes, whose educational requirements should be met by private enterprise, and missing the poorer classes, whose necessities are more imperative. It is, however, very well adapted to the views of the Chinese inhabitants, as a great element in popularising British rule, and inducing respectable Chinese to settle in the colony.

PART XIX.—SOUTH AFRICA.

CAPE COLONY.

The eyes of the public were turned with some keenness a few years ago to South Africa by the political turmoil which for a time was the cause of no little anxiety. The statistics of the colony are not so complete in some respects as could be desired, but in the work of the schools we are able to form a clear idea from the Educational Manual and the reports of the Superintendent-General. A computation has been made of the area and population of the colony, including Griqualand West, the Transkeian Territories, and Griqualand East, and the results give a total area of 213,636 square miles and a population of 1,252,347 persons, of whom 340,000 are European or white, and the remainder coloured or native races. The heterogeneous population of the colony may be classed under three main sections:—The first, comprising the inhabitants of European origin, English, Dutch, French, German, and others; the second, those of mixed race, who form the bulk of the domestic servants and day-labourers in the towns and villages; and the third, the Aborigines, Kafirs, Fingoes, Basutos, and Bechuanas.

So far back as 1837 the Secretary to the Cape Government wrote a memorandum on the state of the free schools, and generally on the subject of education in the colony. He proposed the appointment of a director-general of public schools. Lord Glenelg sanctioned the appointment of a superintendent-general of education, and the establishment of twelve principal schools under teachers, whose salaries would range from £150 to £300 per annum. In May, 1839, a memorandum was issued respecting the new system of primary and secondary schools about to be introduced,—the former being free, the fee in the latter being £4 per annum, the teachers receiving fixed salaries from the public treasury. The teachers were selected in 1840, by Dr. Innes, the Superintendent-General of Education, who proceeded to Scotland for the purpose. In addition to the elementary course, instruction in the classical and scientific departments of a Government school was defined to include:—1. Latin, Greek, and French. 2. Elements of Mathematics. 3. Application of mathematics to mensuration, surveying, and practical astronomy. 4. Physical geography and the outlines of geology. These schools were open to all, but were chiefly attended by children of the middle and higher classes. Other schools about the same time began to be aided to provide for the poorer children, chiefly of coloured race; and these were usually known as church, clerk, or mission schools.

This liberal and comprehensive system has, of course, undergone some modifications to suit the altered circumstances of the colony; but the main features are still preserved. The growth of the aided school system dates from June, 1841, when a memorandum was published of the conditions on which allowances would be granted from the Colonial Treasury in aid of the funds of mission and certain other schools, *not on the establishment*. The system of 1839 contemplated Government established schools, wholly supported from the public treasury, and providing elementary and superior instruction only at the principal centres of population; but concurrently aid was extended to elementary schools in other localities, where the people founded and maintained their own schools. By degrees, from 1859, what had been only a supplement to the original system began to supersede it, and the established schools were discontinued, local co-operation was invited, and the system of grants in aid was specially encouraged and extended.

The public schools lead up to the colleges, in which the course of study is regulated by the requirement for degrees in the University of the Cape of Good Hope, which is an examining body, forming the keystone of the system of public education. The Government co-operates with each section of the community in promoting education by means of grants in aid from the public revenue. The objects to which grants are appropriated under the provisions of the Higher and Elementary Education Acts are these:—(1) Grants in aid of the general expenses of the university and bursaries. (2) Grants in aid of salaries of professors and lecturers in colleges which offer facilities to students to qualify themselves for degrees in the University of the Cape of Good Hope. (3) The half salaries of principal and assistant teachers in the three grades of public schools. (4) The half salaries of superintendents and teachers of district boarding schools among the agricultural and pastoral population, and of boarding departments in connection with the public schools. (5) Capitation allowances towards the maintenance of indigent scholars resident in district boarding schools, and aid towards the expenses of industrial departments connected with these schools. (6) Aid towards the salaries of teachers of district mission schools under the direction of religious bodies, with the view of assisting the managers to provide secular instruction for the children of the poorer class who are not reached through the agency of the public schools. (7) Aid towards the salaries of teachers of day schools among the Aborigines, Kafirs, Fingoes, Basutos, etc.; also of trade teachers in the native training and industrial institutions. (8) Capitation allowances for part maintenance of native boys and girls resident in industrial institutions, and receiving general industrial training besides ordinary school instruction. (9) Capitation allowances to native apprentices in the trade schools. (10) Assistance in equipping schools with all necessary appliances—furniture, books, maps, blackboards, scientific apparatus, etc., sewing materials when a

seamstress is employed to teach sewing and cutting out clothes, and tools for the native workshops. (11) The training of elementary teachers. (12) Schools of art.

QUEEN'S SCHOLARSHIPS.

The Governor may appoint to the South African College a certain number of free pupils, not exceeding ten in the whole at any time; and every such free pupil, having obtained such a degree of scholarship as shall be approved by the senate, shall (upon payment of such fee as shall be fixed by the council to be paid to the treasurer), be authorised to enter any class which shall be opened at the time in the college, without payment of any fee in respect of any class belonging to the regular establishment of the college. Such free pupils are known by the name of Queen's scholars; and the mode of admission of Queen's scholars is as follows:—(a) Queen's scholars are appointed alternately to the (1) higher (B.A.) department, and (2) lower (Matriculation) department of the South African College, and are distinguished as senior and junior Queen's scholars, respectively. (b) No one is accepted as a candidate for a Queen's scholarship in the higher department of the College, who has not passed the Matriculation Examination of the University; and of the candidates, the senate choose those that are to fill vacancies according to their standing in the University class list, subject to the restriction that no one above eighteen years of age must be chosen. (c) Candidates for admission to Queen's scholarships in the lower department of the college, are subjected by the senate to an examination of the same range and character as is required to be passed by all boys entering the college, including:—English, Latin, arithmetic and elementary algebra, geography, political and physical. Such candidates must be under sixteen years of age. (d) A Queen's scholarship is tenable for three years subject to the condition that the holder satisfies the senate by his regularity and good conduct.

TEACHERS' CERTIFICATES.

The arrangements for holding the annual examinations of Teachers, Normal College students, and generally of candidates for employment as teachers in connection with the Department of Public Education, are as follows:—

1.—*Elementary or Third-Class Certificate.*—1. This certificate qualifies the holder for the charge of a public school of the third class, or of an ordinary mission or native school. 2. The examination includes:—(a) The English language—Reading, Dictation, Grammar and Composition. (b) The Dutch language; translation and re-translation. (c) Arithmetic—Vulgar and Decimal Fractions, Practice, Proportion, and Simple Interest. (d) Geography—Political and Physical. (e) History, Outlines of:—viz., History of England from 1066 to 1688 A.D., and History of the Cape Colony. (f) Lessons on Objects, and School Management. (g) Penmanship, and free-hand drawing. (h) The Kafir Language. 3. Those who distinguish themselves in the examination will have the words "with Honours" marked on their certificates. 4. Candidates must be at least

sixteen years of age on 1st August, and must produce satisfactory evidence of having practical experience in teaching or must satisfy one of the Inspectors of Schools by teaching a class in his presence. 5. Candidates who have obtained the School Honours Certificate are not required to undergo any further examination in English, arithmetic, history, and geography, or in Dutch, if they have shown a competent knowledge of that language; but they are examined in Reading, Penmanship, Lessons on Objects, School Management, and Free-hand Drawing, and must comply with the conditions of section 4.

II.—*Middle-Class Certificate*.—1. This certificate qualifies the holder for the charge of a public school (boys) of the second class or of a public school (girls) of the first class, or for an assistant teachership in a public school (boys) of the first class. 2. Holders of this certificate with *Honours*, provided that they have gone through a course of practical training, are, after three years of satisfactory service, accepted as qualified for the charge of a public school (boys) of the first class. 3. Those intending to be candidates must first pass the Matriculation Examination of the University, or must produce satisfactory evidence of having passed a public examination of at least equal range and difficulty in the following subjects:—The English and Latin languages; the Dutch language; Elementary Mathematics; History of England; Geography; Outlines of Chemistry, or Geology, or Elementary Physics. 4. The examination is oral and written, and includes:—(1) Elocution; (2) Penmanship (specimens and writing from Dictation); (3) Free-hand Drawing; (4) Music; (5) School Management (Theory and Practice). 5. The oral examination, if necessary, extends to each of the subjects required for Matriculation, with the view chiefly of testing the capacity of the candidate to teach that subject. 6. Candidates must be at least eighteen years of age. 7. The candidates are expected to have studied thoroughly *Fitch's Lectures on Teaching* and *Gladman's School Method*, and they will be required to teach a class in the presence of the examiner. For the exercises in Elocution, they are required to commit to memory portions of Shakespeare, Milton, and Wordsworth (not less than fifty lines from each author).

FEES AND GRANTS IN AID.

Grants in aid of the salaries of the principal, vice-principal, and assistant teachers of undenominational public schools in towns or localities where the Government is satisfied that such schools are required, are made on the following scale:—

	Schools.	Head.		Assistant.	
		M.	F.	M.	F.
I. Class (higher) grade	56	£200	£100	£100	£60
II. " "	81	100	60	60	50
III. " "	157	60	...	30	...

Where drawing and music are included among the subjects of the ordinary school course, and are taught without additional fee, a grant not exceeding £50 per annum is allowed in aid of the salary of a teacher of drawing and a teacher of music; but no grant is paid unless the Government is satisfied with the qualifications of the teacher, the subjects and the mode of instruction, the number of pupils in regular attendance, and the progress of the pupils from time to time. Where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government requires that the principal or one of the assistant teachers shall be competent to give, and shall give, instruction in

that language. Where instruction in the Dutch language is given by a special teacher, not being one of the regular staff, a grant will be made in aid of the salary of such teacher, not exceeding in amount the grant allowed for an assistant in the school with which such teacher is connected. It is to be noted in regard to the amounts which we have thus mentioned that the grant in all cases is to be supplemented by an equal amount from local sources.

The school fees vary from 1s. 6d. to 3s. 4d. monthly in the country districts; but they rise to as much as 23s. 4d. monthly in Cape Town, and to 28s. in King William's Town. The Government Grants are not delayed as in the British Isles, but are paid quarterly in March, June, September, and December, and notices of changes affecting the issue of the quarterly grants must reach the Education Office before the middle of the second month of each quarter.

The annual grants to a boarding school for boys must not exceed £100 towards the salary of the principal teacher, £50 towards the salary of the assistant teacher, and £6 capitation allowance towards the maintenance of each boy boarded and lodged and educated in the institution, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards his education. The grants to a boarding school for girls must not exceed £50 towards the salary of the principal teacher, £30 towards the salary of the assistant teacher, £10 towards the industrial department, and £6 capitation allowance towards the maintenance of each girl. In 1885 these boarding schools were 44 in number. As an illustration of the working of these schools we may quote the following:—King William's Town had 14 boys with a local expenditure of £672 and a grant of £56; Graaf Reinet had 23 girls, with a local outlay of £1116 and a grant of £50; Huguenot Seminary, Wellington, had 104 girls, with an outlay of £5254 and a grant of £150; Worcester had 23 girls, with an outlay of £1198 and a grant of £50.

The schools are managed by local committees, who must provide a guarantee to the satisfaction of the Government that for a period of three years their annual contribution to the teachers' salaries will be at least equal to the grant in aid, and that they will be regularly paid.

STANDARDS OF ATTAINMENTS.

The subjects of instruction in a school of the first class include reading, writing, arithmetic, algebra, English composition and grammar, political and physical geography, outlines of history, and the elements of natural science, in the primary course; and the Greek and Latin languages, English literature, history, higher mathematics, and one at least of these specific subjects—chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture, in the secondary or superior course. The second-class

school requirements are considerably curtailed from these, while the third class are limited as a rule to the three R.'s and outlines of history and geography, with lessons on natural objects. The classes are arranged in standards, and the requirements for each will be found in the Appendix.

Standard V. includes those who have passed well in Standard IV., and have further satisfied the inspector in (a) vulgar and decimal fractions, and also in the following subjects:—(b) Outlines of history (England and Cape Colony); (c) physical geography; (d) lessons on natural objects. Standard VI. comprehends the reading and writing of either English or Dutch, or both, writing commercial arithmetic, and any two of the following subjects:—The elements of natural science, principles of agriculture (for boys only), elements of chemistry, geology, mineralogy, botany, animal physiology, domestic economy and laws of health (for girls only). Each boy or girl is encouraged to remain at school until fit for this the highest elementary standard, which requires correctness in reading and writing English, readiness and accuracy in commercial arithmetic, and good handwriting, as preliminary exercises; the final test is to pass in two branches of natural science; and although a school-boy knowledge of natural philosophy or the principles of agriculture or animal physiology may not be either deep or broad, it is a great step to secure at least one year's study of such matters before a boy leaves school altogether. It was announced in the July issue of the *Government Gazette* for Cape Colony, that on and after January, 1887, a Public Schools Certificate will be given to those scholars who have passed through the ordinary school course and satisfied the inspector at his annual visit in the subjects of Standard VI. Degrees of merit will be noted by the words "Honours" or "Competency." This will really be a "leaving" testimonial, which, if given with discrimination and after a thorough test, written and oral, is likely to be of practical value to the holder.

The managers of the school may provide for the religious instruction of the scholars at a time set apart by them for that purpose, in addition to the ordinary school hours; but no scholars are compelled to attend at that time for religious instruction without the consent of their parents or guardians. The ordinary school hours are to be computed at not less than two and a half hours in the forenoon and two hours in the afternoon. In every school, and in every department thereof, for which a full grant is made, an average daily attendance of *at least* twenty children is required to be maintained. In towns and villages *one* teacher with full grant is allowed for *thirty* scholars in daily attendance.

FREE SCHOLARS.

The Governor has the right to appoint in each school of the first class one free scholar in respect of every £20 of the annual amount allowed from the public revenue in aid of such school—

such appointments being restricted, however, to scholars who are unable from circumstances to pay the necessary school fees. The Governor has also the right to appoint in each school of the second class one free scholar for every £10 of the annual amount allowed out of the public revenue to such school, and in each school of the third class five free scholars—such appointments being also restricted to scholars who are too poor to pay.

MISSION SCHOOLS.

Aid is granted to mission schools in eligible districts or localities previously approved by the Government, as well within as out of towns and villages, in order to provide for the education of those portions of the population who are wholly unable of themselves to found schools. The classification of mission schools is as follows:—Class I.—Where there is a series of schools, infant, juvenile, and industrial, the annual allowance is £75. Class II.—Where the children form only one school, the annual allowance is £30. Class III.—To schools at out-stations, the annual allowance is £15. No portion of the Government grant must be appropriated otherwise than to the support of the teacher or teachers of the school, for the performance of their duty as teachers. Before any new grant, or renewal, or augmentation of any grant is made, the Superintendent-General of Education must be satisfied that proper arrangements are made for the maintenance and management of the school, and that the local income of the school, with the grant in aid, can efficiently provide for the secular instruction of the children of the locality in which the school is placed. In 1885 the mission schools were 398 in number, with 44,338 scholars in attendance.

Perhaps the most successful, and at all events the most widely known, of all the Native Industrial Institutions is that at Lovedale. It is in connection with the Free Church of Scotland, but it may not be generally known how widespread and unsectarian its operations are. Its scholars belong to all denominations in the colony, and to heathen tribes beyond as far north as the Zambezi. Its doors stand wide open, and nothing shuts out any—white or coloured, boys or girls, full-grown men or little children—unless their own known bad character. English, Dutch, French, German, Kafir, Zulu, Sesuto, Sechuana, and Zambezi do not exhaust the tongues spoken here. The instruction and training given is industrial, scholastic, and Christian, without being denominational or sectarian. It has risen to a high degree of educational efficiency, as the inspectors' reports bear testimony. Solid and workmanlike, in every way it will compare favourably with the outcome of British workshops at home. It is interesting to compare the picture of the rude hut in which the educational work was at first carried on with that of the new buildings on strictly European lines of architecture. The great depression of trade which has lately prevailed in South Africa has told its tale

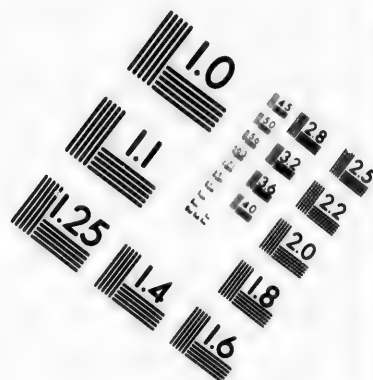
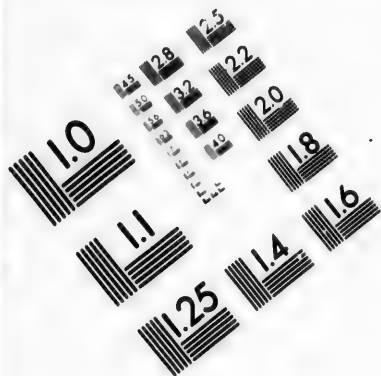
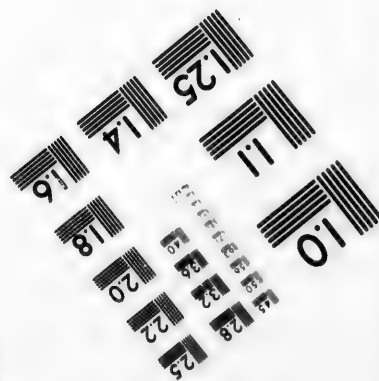
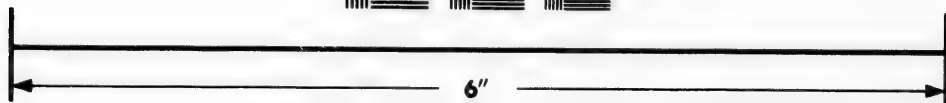
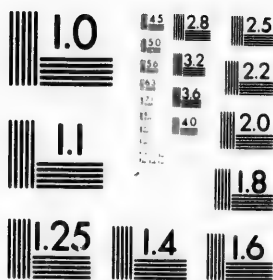


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at Lovedale, as elsewhere ; but the promoters of the school are by no means disheartened by the temporary disturbance of its progress. Since 1871 no less than £16,693 has been paid by natives as fees for instruction and maintenance at this institution. In 1885 the attendance included 126 native boys and young men, 37 apprentices, 29 European boarders and day pupils, 79 girls in the school department, and 30 for work, with 79 in the station school—a total of 380 under instruction during some part of the year.

THE ABORIGINES.

Provision is also made to encourage the instruction of the native youth at certain eligible stations in the border land. Grants of £100 for the first teacher, £40 for an assistant, and £10 for a female superintendent of needlework if the average attendance is not less than 100, with proportionate sums for smaller numbers. To encourage native youth to become skilled workmen, an allowance of £15 per annum, maintenance money, is also made to males who, after one year's probation, shall have entered into a definite engagement with the authorities of the institution with which they are connected for a further period not exceeding four years, nor less than two years, as apprentices to one of the following trades:—Carpentry, waggon-making, blacksmith's work, tailoring, shoemaking, printing, and bookbinding. This amount is also allowed during the probationary year. To encourage young native women to become habituated to and skilled in the performance of the duties of domestic civilised life, an allowance of £10 per annum, maintenance money, is made in the case of those who are willing to engage as apprentices to household work. It is incumbent on the authorities to provide suitable elementary education, either morning or evening, for all apprentices. The number of those who can be received as apprentices being limited, it is desirable to bring other of the native youth under the influences of the missionary's home as much as possible, by enabling them to reside. A further allowance of £10 to £12 per annum (the exact amount being determined by the locality) is made towards the maintenance of native boarders actually resident within the institution, and having, besides the ordinary school work, some industrial occupation, such as of field or garden labour, or special training for pupil teachers. To train native youths more effectually in the practical knowledge of trades, an annual allowance not exceeding £120 is given in aid of the salary of a qualified trade teacher in such of the departments of carpentry, waggon-making, smiths' work, and leather work as may, with the consent of the Government, be attached to a native industrial institution. An allowance not exceeding £30 is also given in aid of the outfit of tools, fittings, and materials. The Aborigines' day schools in operation last year were 179, with 12,652 scholars, and the trade or boarding schools 23, with an attendance of 2916.

FARM SCHOOLS.

To encourage the instruction of the children of farmers and others who reside so far from a public school that they cannot avail themselves of the instruction therein provided, the Superintendent-General of Education is empowered, after inquiry into the attendances and attainments of such children, to pay grants in aid on the following scale:—For each child present on the day of inspection, and shown to have been under regular instruction for the previous twelve months (reasonable holidays, of course, being included):—If under a certificated teacher, £2; if under an uncertificated teacher, £1. And for children who, after examination, have passed in the standards of elementary instruction, the following capitation grants in addition, viz.:—For a pass in the 1st (lowest) standard, 5s.; 2nd standard, 10s.; 3rd standard, 15s.; 4th standard, £1; 5th (highest) standard, £1, 5s. These grants are not paid unless the farm or homestead where the children reside is situated not less than six miles from a public school, and unless there are ascertained to be on such farm or homestead not less than five children under regular instruction. Grants payable on account of the attendance and attainments of the children resident on any one farm must not exceed in the aggregate £30 in one year.

Where there is a cluster of farms, and the farmers agree together to establish a school, if there are ten scholars or more in actual daily attendance, a grant of £30 per annum as half-salary of the teacher may be obtained; and when the daily attendance increases, the grant may also increase up to £60 per annum, it being understood that the farmers themselves give a salary at least as much as the Government grants, so that the teacher's full salary is not less than £120 per annum, with free house. The teacher in every case must be approved by the Superintendent-General of Education.

During the first year from the promulgation of the new rules for giving aid towards the instruction of children on farms, only 34 schools were aided; in these were 307 children, of whom 276 were present at inspection. From July to December, 1885, 69 private farm schools were aided. The grants amounted to £857, 5s.; the number of scholars was 516, of whom 487 were actually examined by the inspectors. Of these children, 335 were instructed in English only, 35 in Dutch only, the rest in both languages. The services of the teachers of the public schools in the nearest towns have been most cheerfully rendered in visiting and examining these farm schools. This is, as one of the inspectors observes, a step in the right direction. When the teacher is a man of energy, and has won the confidence of the farmers, he can by his advice extend the number of schools; and it will be his own fault if the more promising pupils are not drafted off to his own school to pursue their studies.

ENROLMENT AND ATTENDANCE.

The number of schools in operation during some portion of the year ended 30th June was 989 ; of these, 75 were new schools opened during the year ; 85 schools were closed from one cause or another during a part of the year. The annual enrolment of scholars was 75,713 ; the highest quarterly enrolment was 54,934 ; the highest daily attendance was 44,490 ; and the ordinary daily attendance was 39,034. The quarterly enrolment represents the *working* number on the books ; and the percentage of daily attendance to the number of scholars registered for the quarter in the respective schools is as follows :—

	Percentage.
Public Schools and District Boarding Schools -	84·22
Mission Schools -	69·20
Aborigines' Institutions and Schools -	76·01
All Schools—Public, Mission, and Aborigines -	72·30

RESULTS OF INSPECTION.

748 schools were inspected ; on the rolls at the date of inspection were the names of 45,572 children ; 34,971 children were present at the inspectors' visits, and after examination were classified as follows :—

Below Standard I. -	17,460	Standard III. -	4,081
Standard I. (lowest) -	6,456	Standard IV. -	1,378
Standard II. -	4,934	Standard V. (highest Elmt.) -	662

The number of scholars ascertained to be learning the higher subjects of instruction not included in the elementary standards, and other subjects of a special kind, is as follows :—

	No. learning.		No. learning.
Freehand drawing -	2,869	Greek -	335
Infant lessons -	19,547	Algebra -	1,229
Object lessons -	17,548	Geometry -	867
Music -	24,769	Higher mathematics -	131
Sewing (girls) -	14,437	Elements of physical science -	1,798
Latin -	1,617		

The teaching staff was composed of 23 professors and lecturers ; 254 male teachers, and 209 females in the public and district training schools ; and in the missionary schools, 247 males and 426 females. In the aboriginal schools there were 266 at work, and in the industrial schools, 88. The pupil teachers and probationers were 162, and the normal students 27. It appears that 121 teachers report themselves as employed as clergymen or preachers, and 7 are allowed to draw extra allowances from the public revenue as chaplains, postmasters, etc.

EXPENDITURE.

The following are the items of State expenditure and the analysis of the proportionate amounts spent on each:—

ITEMS.	Government Expenditure.	Per-centage.
	£ s. d.	
1. Administration (office) - - -	2,691 3 7	2·81
2. Inspection - - -	4,479 8 6	4·67
3. University and Colleges (Higher Education Act)	8,062 10 0	8·41
4. Public and District Boarding Schools and Farm Schools - - -	31,297 9 8	32·62
5. Ordinary Mission Schools - - -	17,944 11 8	18·71
6. Aborigines' Institutions and Schools - - -	20,208 0 0	21·07
7. Pupil Teachers and Examination of Teachers	4,307 5 1	4·49
8. School Materials—Books, &c. - - -	3,191 0 7	3·33
9. Educational Museum and Art Schools - - -	692 14 0	·72
10. Good Service Allowances to Teachers, or Merit Grants - - -	3,040 10 0	3·17
Total - - -	95,914 13 1	100·00

From the returns furnished by the managers, it appears that the local expenditure for the year was as follows:—

Public Schools - - -	£47,047 9 11
District Boarding Schools and Boarding Departments	22,493 15 3
Mission Schools - - -	18,520 3 11
Aborigines' Institutions and Schools - - -	11,448 4 8
Total Local Expenditure - - -	99,609 13 9
Total State Expenditure - - -	95,914 13 1
Grand total - - -	£195,524 6 10

The actual cost of the day school instruction of each scholar in average daily attendance has been £3, 1s. 4d. for the year; of this amount £1, 6s. 5d. is derived from Government grants, £1, 14s. 11d. from local sources. In the three large divisions of schools, the respective cost has been as follows:—

	Total cost of each scholar in average daily attendance.	Cost to Government of each scholar in average daily attendance.
1. Public Schools -	£8 6 8	£3 1 4
2. Mission Schools -	1 14 8½	0 17 0½
3. Aborigines' Schools	1 1 5½	0 15 2½

The exceptional expenses for boarding schools and for training institutions with trade teaching are not included in the above.

If, however, these items be added (including the capitation allowances for indigent boarders in the district boarding schools among the agricultural population and the allowances for natives under training in the workshops), the total cost of each scholar in average daily attendance for elementary, superior, and industrial instruction, together with assistance for boarders, has been £4, 6s. 4½d., of which amount the Government has paid £1, 15s. 3½d. Each student in the Colleges aided under the Higher Education Act has cost the Government £15, 12s. 3d. for the year.

SCHOOL INSPECTION.

There are four Deputy Inspectors, and each is required to furnish a monthly report of all inspections, with complete details. A summary of the report on each school is at once written out and sent to the manager. This tedious and unsatisfactory arrangement has been adopted owing to the expense of printing the detailed reports, which were useful both to the managers and to the teacher, and kept the inhabitants of each district acquainted with the state of all their schools. The spirit of retrenchment has recently been abroad at the Cape, and this is only one of many ways in which the economy has made itself manifest. The districts which are allocated to each inspector are large. The circuit superintended by Mr. Samuel, for example, is somewhat more extensive than that of England and Wales. It contains nearly one hundred schools receiving direct aid from the Education Department. These are, of course, widely spread, and in some instances are one hundred miles apart. During the last quarter alone more than one thousand miles have been traversed by this single inspector.

It is difficult, as the same inspector points out, to give a general idea of the actual state of education in a district where schools range from first-class schools of the higher grades to humble Kafir schools, with no other buildings than huts on mountain sides or in secluded glens. In the remoter districts the elementary teachers are frequently unacquainted with what improvements are being made in the educational world, what new methods are being introduced, what new school-books are published, and even what is required by the Department of Education. If the district were not so large, a teachers' association might be started, but it is impossible to fix on any point at which the teachers could assemble except at great expense and inconvenience. A great want, too, is a periodical where educational news could be communicated, all projected improvements discussed, and the teachers could ventilate their grievances. The only medium at present is the ordinary newspaper, which is very rarely used in this manner.

BI-LINGUAL DIFFICULTY.

Wherever the people have one language, and the educational authorities insist upon another as the medium of communication,

there is sure to be some cause for complaint. In their last annual report the inspectors were asked to comment on this subject, and to suggest any means by which the difficulty could be overcome. Speaking of the western part of Cape Colony, Mr. Rowan observes that Dutch is very extensively taught, and few, if any, difficulties arising from the two languages (Dutch and English) have been experienced. In a few schools special Dutch teachers have been employed, but in all the others instruction in Dutch is given by the head teachers themselves or their assistants, or by both. The only difficulty is when Dutch is taken up by a limited number of pupils from several classes. In such cases the teachers are often at a loss how to classify the pupils for Dutch, and at the same time to find employment for those who do not take up that language without unduly interfering with the general course of instruction.

The languages spoken and taught in the schools in Mr. Samuel's district in the north-east are English, Dutch, Kafir, and Sesuto. In the larger towns English is understood as the colloquial tongue, and there is no difficulty in teaching children to read it. The difficulty is felt, however, in country schools and in mission (coloured) schools in towns where Dutch is the home language of the children. Most teachers wisely begin with Dutch, and when some progress has been made, English is commenced, the children as they read translating each word or expression into the mother-tongue. Where the teacher uses good, grammatical Dutch, a double advantage is gained. Frequently, however, only colloquial Dutch is used for translation. The grammar of the Dutch language is in most cases carefully taught. Parents and teachers are anxious, however, that the child should study English thoroughly, believing that a sufficient knowledge of Dutch will be insensibly acquired in the process. The truth is that most Dutch people teach their children to read Dutch at home, and pay their money to have their children taught English.

In the greater part of Mr. Brady's district in the south, little else but Cape Dutch is spoken by the people; but this causes little difficulty if the teachers are efficient and thoroughly familiar with Dutch and English. A great drawback to the efficiency of some of the smaller country schools is the presence of children who, for some reason or other, are not allowed by their parents to learn English. Such children not only invariably fall behind the others in such subjects as geography, arithmetic, and grammar, but also do their Dutch reading and dictation worse than the children who take both languages in the ordinary course.

Mr. Ely, in the east, is the least satisfied of all. When he entered on his work in 1879, he found only English books read in the native schools. It was supposed at that time that Government discouraged Kafir, and insisted upon all instruction being given through the medium of the English language. Such was the supposition, but what was the practice? As a fact English was *read*, but all the work of the school was carried on in Kafir.

The consequence was that the professed teaching of English was a sham. Teachers and taught prided themselves on the fact that the latter could read English, when in reality they did not understand one word in ten which they read. He at once applied himself to the task of remedying this evil, and by refusing to give credit for English which was not intelligently read, and by allowing Kafir dictation to count when the children failed in English dictation, he persuaded the teachers to see that it was to their own interest to take some trouble in the preparation of the English reading lessons, and to give the children regular exercises in translation from one language into the other. Even now it is an uphill fight owing to what he calls the carelessness of many of the teachers, who, instead of giving the sense of a passage, are satisfied with a literal and often absurd translation. They are in the habit of Kafirising English words for which, if they would take the trouble to think, Kafir equivalents could be found. The consequence is that a jargon is being introduced into the schools which is not Kafir, and which a genuine Kafir would with difficulty understand.

Kafirising would seem to have a tendency to very peculiar English among the native teachers. On the further testimony of Mr. Ely, registers and time-tables are disfigured by mistakes like these:—"Reding," "riting," "georgraphy," "chrildren," "attandance," "Twesday," "sining," "sining" (singing), "lessions," "bak," "withdrawn," "adimitted," "addimitted," "adimeded" (admitted). These are not mistakes of ignorance, he declares, but of downright carelessness. If the teachers who made them were to be told they could not spell, they would be very highly indignant indeed!

PART XX.—NATAL.

Provision has been liberally made for the present needs of this colony by the maintenance of Government public schools, and by a system of aid granted to such private schools as may be willing to subject their pupils to official examination and general supervision. There are two high schools—one at D'Urban, and the other at Pietermaritzburg. These are designed to supply the highest education which may be called for at present. To meet the more general demand of the community for elementary education, there are four model primary and seven primary schools, distributed through the chief towns of Natal, for the education of both sexes. In addition to these, there were last year forty private institutions in receipt of Government grants and subject to Government supervision. The tests applied by the Council consist, in the case of the high schools, of an annual examination by examiners appointed each year, or by entrance of pupils for the Cambridge University Local Examinations. For advanced pupils a special examination is provided annually. The primary schools have an annual examination, in which the pupils are classified according to the standards. On the annual primary school examinations depend the "payment by results," or capitation grants, which are paid solely to teachers, as an incentive to good work, over and above their fixed salaries or grants—none being payable when the school is found unsatisfactory in general discipline and organisation. An exhibition of £150 per annum, tenable for four years, is given annually; the holder to proceed to a university of the United Kingdom for the term of the Exhibition. Three bursaries, each £40, to the high schools, for three years, are open each year to competition among boys in the colony. The control of the Government schools is vested in a Board called the Council of Education. This consists of twelve members, five of whom are *ex-officio* members of the Executive Council; the remainder are nominated by the Governor in Council. There is also connected with this Department a Superintendent of Education.

The amount voted by the Legislative Council in 1885 was £27,091 for education generally. The amount expended was £21,097. Certain trusts exist, originating in the setting apart of municipal property for the founding of collegiate endowments. With the funds from these sources the Council have in hand the erection of a central institution which is aimed to supply the higher wants of the colony. The fees paid by the pupils attending the Government schools, amounting in 1885 to £3157, 6s. 2d., are paid into the Treasury as part of the general revenue. The fees at the primary schools range from 1s. to 5s. per month, and these are remitted when occasion is shown, 607 pupils having received free education during the past year.

PART XXI.—INDIA.

On the 3rd of February, 1882, the Government of India appointed an education commission, with a view to inquiring into the working of the existing system of public instruction and to the further extension of that system on a popular basis. The system has been developed in accordance with the policy outlined in the dispatches of 1854 and 1859, the former being the date at which the education of the whole people of India was definitely accepted as a state duty.

As set forth in the dispatch of 1854, the state undertook (1) to give pecuniary assistance on the grant in aid system to efficient schools and colleges; (2) to direct their efforts and afford them counsel and advice; (3) to encourage and reward the desire for learning in various ways, but chiefly by the establishment of universities; (4) to take measures for providing a due supply of teachers and for making the profession of teaching honourable and respected.

The second great dispatch on education, that of 1859, reiterated and confirmed the provisions of the earlier dispatch, with the single exception of the course to be adopted for promoting elementary education. It was noted that the native community failed to co-operate with the government in promoting vernacular education, and strong doubts were expressed as to the suitability of the grant in aid system, as hitherto in force, for the supply of vernacular education to the masses of the population. Such vernacular instruction should, it was suggested, be provided by the direct instrumentality of the officers of government, on the basis of some one of the plans already in operation for the improvement of indigenous schools or by any modification of those plans which might suit the circumstances of different provinces.

The expediency of imposing a special rate on the land for the provision of elementary education was also commended to the careful consideration of the government. In short, these instructions confirmed the principle of incorporating and improving the existing indigenous schools, rather than of inducing the people to set up new schools under the grant in aid systems then in force; but they also sanctioned the establishment of new schools by direct departmental agency. Accordingly, the local governments considered themselves free to adopt whichever system seemed to be best suited to local circumstances.

THE COMMISSIONERS' INQUIRY.

In the investigation which lasted from the 10th of February, 1882, to the 16th of March, 1883, the commission embraced every grade of instruction and all classes of schools as well as the particulars of administration, finance, and legislation.

In the endeavour to collate the mass of information obtained, the commission divided the questions before it into six principal branches, as follows:—(1) Indigenous and primary education; (2) secondary and collegiate education; (3) the internal administration of the education department, including the system of inspection and examinations; (4) the external relations of the education department, including grants in aid and the withdrawal of government in favour of native management of colleges and schools; (5) the education of special classes of the community requiring exceptional treatment; (6) educational legislation.

The report deals with nine provinces of India, viz., Madras, Bombay, Bengal, the North-Western Provinces and Oude, the Punjab, the Central Provinces, Assam, Coorg, and Haidarabad assigned districts, commonly called Berar.

The area of the nine provinces specified, together with Ajmir, according to the educational census of 1881, is 897,608 square miles; the total male population is 104,432,229, and the total female population 100,661,146. Speaking generally, it is stated that the governments of Bombay, the North-Western Provinces, the Punjab, Central Provinces, Coorg, and the Haidarabad assigned districts have worked mainly on the departmental system, i.e., the establishment of new schools by direct departmental agency. The total population of these provinces amounts to more than 99,000,000, or not far short of one-half the whole population whose educational systems are under consideration of the commission.

The provinces in which primary education has been largely, if not exclusively, built upon the indigenous or aided schools are Madras, Bengal, and Assam, with a population numbering 105,500,000. In the report of the commission the phrase "public schools" includes departmental aided, as well as unaided but inspected, schools, while the phrase "departmental" is applied to schools supported by local fund committees and municipalities, as well as those which are exclusively managed by the officers of the department.

PRIMARY SCHOOLS.

The primary schools, comprising schools maintained by government, local, and municipal funds, aided schools, unaided but inspected schools, and primary classes in high and middle schools, and in colleges, numbered, for the nine provinces, 82,916, attended by 2,061,541 pupils (as against 16,473 schools, attended by 607,320 pupils, in 1870-71). Thus it appears that 1.02 per cent. of the entire population in the nine provinces were under instruction, or if the school-going population of both sexes be estimated at 15 per cent. of the whole population, then 6.78 per cent. of them were in

primary schools. But these figures do not take into account the primary classes of higher schools in Bengal and Assam, which were giving instruction to about 100,000 pupils, nor yet the attendance in the indigenous elementary schools outside the state system. Assuming (says the report) that altogether there were some 2,520,000 pupils under instruction in 1881-82, this estimate, which is the most liberal that we are justified in making, would give only 8·29 per cent. of the population of school-going age in the primary schools or classes of India in that year. If, again, the male population be separated from the female, then there were under primary instruction 15·48 per cent. of the male school-going population, and ·81 of 1 per cent. of the female school-going population; while 12·55 of the male children and ·80 of 1 per cent. of the female were in the primary schools recognised by the state.

As regards race or creed, the pupils in the primary schools aided or inspected by the department were distributed as follows :—

	Boys.	Girls.
Hindoos	1,543,500	54,842
Mahometans	363,881	10,683
Sikhs	7,562	1,490
Parsees	3,536	1,932
Christians	31,284	10,348
Others	31,961	1,252
Total	1,981,724	80,547

The number of pupils presented for examination from primary schools was 447,479—viz, 428,171 boys and 19,328 girls. Of these, the number who met the requirements was 262,431—viz. 251,010 boys and 11,421 girls.

The standards represented in these examinations vary considerably. The lowest required that candidates should be able to read at sight with facility a moderately easy book in a vernacular language, to write to dictation from the same, and to apply the first four rules of arithmetic in simple and compound numbers.

The highest standard required reading the seventh departmental book (inclusive of the lessons on the history of ancient and modern Europe and on natural history and elementary physics); syntax, prosody, and etymology; explanation and recitation of 600 lines of classical vernacular poetry; composition; complete arithmetic, with native accounts and book-keeping; geography; history of India, and sanitary primer. There are also, as optional subjects, drawing and field instruction in agriculture.

TRAINING OF TEACHERS.

The training of teachers has always been recognised by the department as an important branch of the work. According to statistics of 1881-82, the total number of teachers (excluding pupil

teachers) employed in the departmental and aided schools of India was 66,552. Of these, 12,243, or 18·39 per cent., were certificated. In this connection the term certificated has a somewhat wide meaning. In Bombay and the Central Provinces the certificate is only awarded to those who have gone through a two-year or a three-year course in a high class training college. In some of the other provinces the term implies that the teacher has gained pupil teacher's certificate in a primary school.

The number of training colleges in the several provinces for the same year was 106, viz. :—for men, 91; for women, 15; the total number of students on the rolls on March 31, 1882, was 3,886 :—men, 3,371; women, 515; the number of students who left with training certificates of various grades was :—men, 1,551; women, 42. The expenditure on the schools was :—for men, 328,636 rupees, and for women, 71,601 rupees, or a total of 400,237 rupees. (A rupee is 1s. 8d.) From a table setting forth in detail the recent expenditure on primary education, it appears that the yearly cost was 7,909,940 rupees.

ENGLISH.

Considerable conflict of opinion prevails as to the proper place which the study of English should occupy in primary schools or classes. Variations of practice depend to a large extent upon differences of system. In provinces where the pupils destined for higher education are separated at the earliest age from the great bulk of primary pupils and commence their education in a middle or high school, the general tendency is to begin English as soon as possible, and in some cases English is taught before the child can read or write his own vernacular. Thus, in the Bengal High School, English is generally employed as the medium of instruction and is taught from the lowest class, but in middle schools its study is discouraged until the boy has passed the third standard. In the ordinary village school of Bengal, English is very rarely taught. In Madras not only is English taught as a language from the lowest class of a middle school, but it is also studied in the primary schools from the third class upwards; in other words, before the pupil has entered on the upper primary standard. The demand for English instruction in the south of India is so strong that the large attendance in primary schools is said to be due in no small measure to the popular demand for English. In Bombay, on the other hand, the department has systematically resisted every attempt to introduce the study of English until a boy has completed Standard IV. and reached the point where secondary education commences. Even then an English class is not attached to a purely primary school unless those who require it are prepared to pay for the extra cost. As the strictly primary course, according to the definition of the government of India, is then completed, boys who study English in a class attached to a primary school are classified as under secondary instruction. There are no primary

classes attached to middle schools in Bombay, and therefore it follows that in Bombay no pupils under primary instruction are returned as studying English. The Bombay department not only believes that many good vernacular schools are liable to be spoiled by the introduction of English into the primary course, but it also argues that the preservation of the vernacular in the course of all classes of schools is required, in order that the mental progress of the scholar may be reflected in his increased power to make use of his own language. It is urged in the report of the provincial committee for Bombay that the despatch of 1854 contemplated that the vernaculars would be enriched by translations of European books or by the compositions of men imbued with the spirit of European advancement, and that the only method of thus bringing European knowledge within the reach of the masses is to give to every pupil a thorough grounding in the vernacular, and to keep his attention upon it even up to the college course. In pursuance of this policy, English is rigidly excluded from the primary school course. The extent to which English is at present taught to children under primary instruction in each of the large provinces of India will be seen in the table given below. But it must be noted that, owing to the peculiarities of the Bengal system already described, we are unable to show the number of pupils in the primary classes of secondary schools who are learning English. The figures given for Bengal are those of pupils in strictly primary schools.

NUMBER OF PRIMARY PUPILS LEARNING ENGLISH IN EACH OF THE LARGER PROVINCES OF INDIA.

PROVINCES.	Total number of pupils in all institutions learning English.	Number of pupils in primary schools or classes learning English.
Madras - - -	61,098	35,591
Bombay - - -	23,789	.....
Bengal - - -	75,677	1,025
North-Western Provinces & Oude	18,449	12,698
Punjab - - -	11,074	7,808
Central Provinces - -	5,446	2,609

FEMALE EDUCATION.

At the date of the commissioners' report, the schools for girls in the nine provinces numbered 2697, and were attended by 127,066 pupils, or '85 of 1 per cent. of the female population of school age.

The number of girls presented for prescribed examinations was as follows:—In collegiate institutions, 5; in secondary institutions, 678; in primary institutions, 18,991; in normal institutions, 128; total 19,802. Of these, 11,652, or 58·84 per cent., passed; 40 of these secured teachers' certificates.

The contributions from local and municipal funds for female education in all India for a year were 107,889 rupees, the total expenditure being 847,971 rupees. With reference to the work accomplished in this respect by other than public agencies, the commissioners observe:—

From all information obtained, the commissioners are forced to the conclusion that female education is still in an extremely backward condition, and that it needs to be fostered in every legitimate way.

Their opinions as to the kind of effort that will prove effectual are very clearly set forth in their recommendations upon the subject, which are given hereafter.

SECONDARY EDUCATION.

The secondary schools (middle and high) numbered 3916, attended by 214,077 pupils, as follows:—1363 government schools, with 62,525 pupils; 1863 aided schools, with 111,018 pupils; and 690 unaided schools, with 40,534 pupils. Of these schools there were 81 for girls, with an attendance of 2071.

The number of secondary schools is not, however, as accurate a measure of the progress of female education as the test by the number of pupils. In Bombay, for example, the secondary schools for girls are so large that, although few in number, they contain more pupils than those of any other province. The numbers of girls returned as being in the secondary stage of instruction in every province of India are here given:—Madras, 389; Bombay, 555; Bengal, 211; North-Western Provinces and Oude, 68; Punjab, 8.

The total expenditure for the secondary schools reported was:—For the government schools, 1,893,441 rupees; for the aided schools, 1,706,576 rupees; for the unaided, 427,181 rupees; total, 4,027,198 rupees. These sums represented an average expense for each pupil in the three classes of schools as follows:—For the first, 32 rupees 3 pice; for the second, 16 rupees 12 annas 1 pice; for the third, 12 rupees 8 annas 11 pice. The number of pupils from these schools who presented themselves for examination was 25,200, of whom 11,716 met the requirements. The total number of scholars learning English in the high and middle schools was 130,541.

As regards race or creed the pupils in the secondary schools were distributed as follows:—Hindoos, 176,306; Mahometans, 23,279; Sikhs, 564; Parsees, 2722; native Christians, 5526; Europeans and Eurasians in schools for natives of India, 775; others, 1547; total, 210,719.

SUPERIOR INSTRUCTION.

Provision for superior instruction is made in English arts colleges and in Oriental colleges. The former numbered 59, attended by 5399 students, of whom 2735 presented themselves at

the higher university examinations, and of these 1137 met the requirements. The expenditure on these colleges in 1881-82 amounted to 1,352,783 rupees. The average expense for each pupil was, in departmental colleges, 354 rupees; in the aided colleges, 178 rupees; and in the unaided colleges 97 rupees.

The total number of Oriental colleges in India was 11, having an attendance of 1806 students. The expenditure upon these colleges amounted to 137,794 rupees. The average expense for each student was, in the departmental colleges, 46 rupees; in the aided colleges, 247 rupees.

GENERAL SUMMARY.

The number of colleges and schools, departmental aided and unaided but inspected, thus brought under review is 87,052, attended by 2,284,608 pupils; to these may be added 25,166 private uninspected schools, with an attendance of 359,370 pupils, giving a grand total of 112,218 institutions and 2,643,978 pupils. The pupils of the public schools and colleges were distributed according to race as follows:—Hindoos, 1,782,955; Mahometans, 399,711; Sikhs, 9674; Parsees, 8299; native Christians, 47,208; Europeans and Eurasians, 1831; others, 34,930. The total expenditure on account of these public institutions was 16,110,282 rupees. The departmental returns, including Ajmir and British Burmah, give a total of 116,048 schools, with 2,760,080 pupils.

In considering the magnitude of the work that remains to be done, the commissioners observe that the most advanced province of India (viz., Bombay) still fails to reach 75 per cent. of its male children of the school-going age, and 98 per cent. of its female children of that age. The census returns are equally conclusive in this view. The male population of Ajmir and of the nine provinces with which the report of the commission deals exceeds 103,000,000, of whom 94,750,000 are illiterate; while of the female population numbering about 99,700,000, no less than 99,500,000 are returned as unable to read or write.

RECOMMENDATIONS OF COMMISSIONERS.

The recommendations of the commission form a valuable commentary on every branch of service under consideration. The following are the recommendations under the specified heads which are likely to be of most general interest to those whose business it is to foster elementary education in other countries:—

Recommendations on Indigenous Education.—That all indigenous schools, whether high or low, be recognised and encouraged, if they serve any purpose of secular education whatsoever.

Recommendations on Primary Education.—(1) That primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university.

3. That while every branch of education can justly claim the fostering care of the state, it is desirable in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension, and improvement, to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than heretofore.

4. That an attempt be made to secure the fullest possible provision for, and extension of, primary education by legislation suited to the circumstances of each province.

6. That examinations by inspecting officers be conducted as far as possible in situ, and all primary schools receiving aid be invariably inspected in situ.

7. That, as a general rule, aid to primary schools be regulated to a large extent according to results of examination; but an exception may be made in the case of schools established in backward districts or under peculiar circumstances, which may be aided under special rules.

8. That school-houses and furniture be of the simplest and most economical kind.

9. That the standards of primary examinations in each province be revised with a view to simplification and to the larger introduction of practical subjects, such as native methods of arithmetic, accounts and mensuration, the elements of natural and physical science, and their application to agriculture, health, and the industrial arts; but that no attempt be made to secure general uniformity throughout India.

10. That care be taken not to interfere with the freedom of managers of aided schools in the choice of text-books.

11. That promotion from class to class be not necessarily made to depend on the results of one fixed standard of examinations, uniform throughout the province.

12. That physical development be promoted by the encouragement of native games, gymnastics, school drill, and other exercises suited to the circumstances of each class of school.

13. That all inspecting officers and teachers be directed to see that the teaching and discipline of every school are such as to exert a right influence on the manners, the conduct, and the character of the children, and that, for the guidance of the masters, a special manual be prepared.

14. That the supply of normal schools, whether government or aided, be so localised as to provide for the local requirements of all primary schools, whether government or aided, with the division under each inspector.

15. That the first charges on provincial funds assigned for primary education be the cost of its direction and inspection, and the provision of adequate normal schools.

16. That pupils in municipal or local board schools be not entirely exempted from payment of fees merely on the ground that they are the children of ratepayers.

17. That in all board schools a certain proportion of pupils be admissible as free students on the ground of poverty, and in the case of special schools, established for the benefit of poorer classes, a general or larger exemption from payment of fees be allowed under proper authority for special reasons.

18. That, subject to the exemption of a certain proportion of free students on account of poverty, fees, whether in money or kind, be levied in all aided schools, but the proceeds be left entirely at the disposal of the school managers.

19. That night schools be encouraged wherever practicable.

20. That as much elasticity as possible be permitted, both as regards the hours of the day and the seasons of the year during which the attendance of scholars is required, especially in agricultural villages and in backward districts.

21. That primary education be extended in backward districts, especially in those inhabited mainly by aboriginal races, by the instrumentality of the department pending the creation of school boards, or by specially liberal grants in aid to those who are willing to set up and maintain schools.

22. That all primary schools wholly maintained at the cost of the school boards, and all primary schools that are aided from the same fund, and are not registered as special schools, be understood to be open to all castes and classes of the community.

23. That such a proportion between special and other primary schools be maintained in each school district as to insure a proportionate provision for the education of all castes.

24. That assistance be given to schools and orphanages in which poor children are taught reading, writing, and counting, with or without manual work.

25. That primary education be declared to be that part of the whole system of public instruction which possesses an almost exclusive claim on local funds set apart for education, and a large claim on provincial revenues.

26. That the general control over primary school expenditure be vested in the school boards, whether municipal or local, which may now exist or may hereafter be created for self-government in each province.

27. That the first appointment of schoolmasters in municipal or local board schools be left to the town or district boards, with the proviso that the masters be certificated or approved by the department, and their subsequent promotion or removal be regulated by the boards, subject to the approval of the department.

Recommendations on Female Education.—(1) That female education be treated as a legitimate charge alike on local, on municipal, and on provincial funds, and receive special encouragement.

2. That all female schools or orphanages, whether on a religious basis or not, be eligible for aid so far as they produce any secular results, such as a knowledge of reading or of writing.

3. That the conditions of aid to girls' schools be easier than to

boys' schools, and the rates higher, more especially in the case of those established for poor or for low caste girls.

4. That the rules for grants be so framed as to allow for the fact that girls' schools generally contain a large proportion of beginners and of those who cannot attend school for so many hours a day or with such regularity as boys.

5. That the standards of instruction for primary girls' schools be simpler than those for boys' schools, and be drawn up with special reference to the requirements of home life and to the occupations open to women.

6. That the greatest care be exercised in the selection of suitable text books for girls' schools, and that the preparation for such books be encouraged.

7. That, while fees be levied where practicable, no girls' school be debarred from a grant on account of its not levying fees.

8. That special provision be made for girls' scholarships, to be awarded after examination, and that, with a view to encouraging girls to remain longer at school, a certain proportion of them be reserved for girls not under twelve years of age.

9. That liberal aid be offered for the establishment in suitable localities of girls' schools in which English should be taught in addition to the vernacular.

10. That special aid be given where necessary to girls' schools that make provision for boarders.

11. That the department of public instruction be requested to arrange, in concert with managers of girls' schools, for the revision of the code of rules for grants in aid, in accordance with the above recommendations.

12. That as mixed schools other than infant schools are not generally suited to the conditions of this country, the attendance of girls at boys' schools be not encouraged, except in places where girls' schools cannot be maintained.

13. That the establishment of infant schools or classes, under schoolmistresses, be liberally encouraged.

14. That female schools be not placed under the management of local boards or of municipalities, unless they express a wish to take charge of them.

15. That the first appointment of schoolmistresses in girls' schools under the management of municipal or local boards be left to such boards, with the proviso that the mistress be either certificated or approved by the department, and that subsequent promotion or removal be regulated by the boards, subject to the approval of the department.

16. That rules be framed to promote the gradual supersession of male by female teachers in all girls' schools.

17. That liberal inducements be offered to the wives of schoolmasters to qualify as teachers, and that in suitable cases widows be trained as schoolmistresses, care being taken to provide them with sufficient protection in the places where they are to be employed as teachers.

18. That female inspecting agency be regarded as essential to the full development of female education, and be more largely employed than hitherto.

VERNACULAR EDUCATION SOCIETY.

The work of the Christian Vernacular Education Society for India had an excellent representation in the Colonial Exhibition. The objects of this Society are:—(1) To establish in the great towns of India *Christian vernacular training institutions, male and female*, and to supply, as far as possible, in each of the native languages of India, school books and other educational works, prepared on Christian principles. Each training institution to comprise a vernacular model school. (2) The principals and assistants of such institutions must be Christians of established character, competently instructed in the best systems of modern primary education. (3) The general funds are applicable to assist in the establishment of vernacular schools in India, supported by fees, local, or other resources. In the model schools a fee is required from all pupils. Instruction in English may be given at the discretion of the local committees.

The training masters are required to devote a certain portion of their time to the reading of standard native works, in order that they may obtain a general knowledge of the literature of the people amongst whom they are to labour. They must remain until they have passed the prescribed final examination in the vernacular. During their time of probation, which is never to exceed two years, except under very special circumstances, they receive a salary of £300 per annum. When they have passed their examination, and are accepted by the committee as agents of the Society, their salary is raised to £350 per annum. When they have been in the service of the Society ten years, their salary is raised to £400 per annum. In the choice of students, preference is always given to Christians sent by missionaries, when approved of by the local committees; but, failing these, the local committees and the principals of the institutions are at liberty to select the best moral and intellectual youths they can secure.

Bengal alone, with its population of sixty-eight millions, has ten millions of boys and girls of school-going age, who consequently ought to be at school; but, of these ten millions, only 1,100,000 boys and 50,000 girls are attending school, thus leaving nearly nine millions out of the ten in utter ignorance, and beyond the touch of any Christian, or even moral, influence whatever. Government educational returns show that there are about 50,000 primary schools in Bengal, each school averaging sixteen pupils. At about one-third of these 50,000 schools a decent elementary education is given in reading, spelling, writing, slate and mental arithmetic, and the rudiments of grammar and geography. The remaining two-thirds consist of schools where three or four of the elder boys are pushed on a little in reading, writing, and ordinary bazaar accounts, whilst of the rest of the scholars not more than one in

three has any kind of school-book, and drone away the school-hours in once a day repeating the alphabet from a borrowed book, in shaping letters upon slips of palm-leaves or on the dusty earthen floor, and in repeating in a sing-song tone very easy portions of the multiplication table. One who has been in hundreds of these inferior primary schools, declares that the utter absence of moral teaching in their instruction, even when moral teaching was contained in the lesson read, was most distressing to witness. It is in a few of these 50,000 primary schools of Bengal that the C.V.E.S. for the last twenty years has been doing what it could to improve the quality of the secular education, supplemented by the teaching of Christian truth. Considering the very limited means at its disposal, it has certainly done wonders.

The following are the bye-laws for the regulations of the schools:—1. That native Christian Inspectors be appointed to visit the indigenous schools, for the purpose of aiding the masters in giving instruction in secular subjects, and to teach the Bible and Christian school books in the place of heathen books. 2. That the native Christian Inspectors be attached to circles of schools, no circle to include more than six schools; and that he shall visit and give instruction, which shall be chiefly from the Bible, for at least three hours in every week in each school. 3. That the native Christian Inspectors be under the supervision of a neighbouring missionary or layman, to whom they shall submit their journals and reports. 4. That the native schoolmasters who accede to the above proposal shall receive a capitation fee for each pupil, and an additional grant for those who shall reach a fixed standard at an annual examination to be conducted by the local superintendent. 5. That the allowances to the native Christian Inspectors be regulated by the local committees. 6. That elementary vernacular schools be established in connection with the society's training institutions. 7. That these schools be conducted by native Christian teachers who have been trained in the institutions. 8. That these schools be under the superintendence of the principals of the institutions, of missionaries, or of laymen in the neighbourhood.

The exhibition of the books and models which represent the work of the society was indeed a good one. For the following details we are indebted to Mr. B. A. Gupté, the Commissioner for this particular section of the Indian Court. The model of an indigenous school from the Bombay Residency, contributed by Mr. T. B. Kirkham, Educational Inspector, Poona, gives a clear idea of this humble style of educational institution. The Brahman schoolmaster, sitting on a raised and cushioned seat, has in front of him eighteen boys of various castes and positions in life, placed in three rows. Those in the front row to the left are the most advanced pupils of the school, being able to read and write. They are presented as engaged in a writing lesson, each holding his reed pen, and having his separate inkstand on the right. The more careless boys of the

lot have spoiled their clothes with ink. The *rumal* or satchel, literally towel, contains writing paper, copy slips, penholder with reed pens of sorts, a pair of scissors, a penknife, manuscript letters, mythological stories, accounts of exploits of the favourite heroes of India, books of Hindu hymns or popular songs, and a vernacular calendar called *paneliang*. When the writing lesson is over, each boy has to take out the letters, stories, or accounts of the exploits of local heroes, and sit reading it. He has then to do his arithmetic till the close of the day, when the whole of the school has to revise or recite its mental arithmetic together in a chorus resounding from one end of the street to the other. The second row in the model consists of boys who have either finished or nearly finished the multiplication tables, which they write on their slates or sand-boards, and recite together in a sort of chorus, under the leadership of the teacher. The third row, which is near the right hand of the teacher, shows beginners at work with their alphabets or some of the more simple multiplication tables. The first boys in the first and third rows, the first two in the second, and the one who is standing in the third row, are boys of the Brahman or other higher Hindu castes. The third boy in the first row is a Marvadi—a banker, trader, and Indian Jew. The rest, with darker skins and scantier clothes, are *Shudras*, either farmers or gardeners. Children of the higher castes can afford to pay higher fees, of which there never was a fixed rate, and, therefore, naturally receive better attention. The lower the class the more distant the seat from the most revered Brahman teacher. The sand-board used in these schools is interesting from its sometimes having the representations of Ganesh, the god of learning and his two attendant goddesses, *Riddhi* and *Siddhi*, the deities presiding over power and success. Powdered brick, carefully pulverised, is carried in a small flask, generally made of the *bel* or *Ægle* marmelos fruit, or sometimes of wood. It is spread on the board, and the letters are written with a bamboo style, or the hard bicoloured quill of the porcupine. Some boards have the vernacular letters carved on them to enable the beginner to run his pen through the grooved shape till he can draw it for himself. When all the boys begin to read their lessons, or to recount their mental arithmetic, they naturally produce a noise which, even to the accustomed ears of the village schoolmaster, is deafening enough, and to stop this he strikes his cane on the ground. The noise stops, but it soon begins with a small humming, rising gradually to the highest pitch of a loud roar! The course of instruction imparted in this school rarely goes beyond mental arithmetic and ability to read and write. In days gone by much more attention was paid to the vernacular current handwriting of the pupil than to anything else, and no grammar was taught till the late Rav Bahadur Dadoh Pandurang and Bal Gangawhar Shastri compiled, for the first time, texts published by the Educational Department only about thirty years ago.

The corporal punishment formerly inflicted on inattentive or

mischievous boys deserves to be mentioned:—(a) He was made to stand and prepare his lesson till the teacher was satisfied with his progress and conduct. (b) He was to hold his toes with his fingers in a stooping posture. (c) A small pebble—which was placed on his neck—had to be retained there, keeping his head bent, as long as the teacher wished. (d) He was made to stand with his heels about two inches away from a wall, and supporting himself or his back against the wall, he had to bend his knees forward till he attained the posture of one sitting in a chair. This was a painful operation, and soon brought the hardiest lad to tears. This was called “*khurchi*,” literally “chair.” (e) The little defaulter had to be compelled to fold his arms together with the fingers of both the hands dovetailed, and then was to be kept suspended with those fingers to a long peg in the wall. (f) He had to hold the lobes of his ears with crossed hands, the right with the left and the left with the right, and then to stand and sit as quickly as he could till the pain produced in his thighs made him pay a copious tribute of genuine tears! Under the British rule, however, all this torture is at an end. The cane is still used, and sometimes very freely, but the teacher who cannot govern himself in inflicting heavy corporal punishment on the little innocents renders himself liable to another punishment at the hands of the local magistrate. It is needless to say, therefore, that there is a strong legal check on any excesses.

The Educational section of the Administration of India Court in the Colonial and Indian Exhibition marks the progress that country has been making since the establishment of the British Empire. The palm leaves and the primitive styles with which manuscripts used to be written on them are shown in one cone, and it is very interesting to know that the most tedious and expensive process of book-writing has given way before the very cheap and immensely superior method of printing them with types. The Government of India has sent a large collection of the vernacular books published by the educational departments of the different provinces, and there is now on the spot the complete representation of what the British Government has done towards the spread of knowledge in the shape of educational texts in Sanskrit, Marāthi, Gujarati, Bengali, Kanarese, Tamil, Hindi, Arabic, Persian, Urdu, and a good many other languages of India. Geography is a science that India was quite ignorant of before the establishment of the British rule; but now we are glad to note that there are geographies and maps published in every one of the Indian languages, giving the minutest details even of each of the district and important towns. Beyond the traditional manuscript accounts of the mythological heroes of India, or the exaggerated and eulogistic *bakhars* compiled by the courtiers of the princes who employed them, and written in the current or inaccurate characters of each of the languages, there was not a single standard book giving definite information regarding the events of the reign of any of the former rulers of Hindustan, but now we see a large number of

books written by eminent English historians, and translations or adaptations of these works in the vernacular languages. The Hindoos are, as a nation, great mathematicians, but there were no special texts on arithmetic, algebra, geometry, trigonometry, or any of the allied sciences. At the present day there are carefully written and systematically arranged treatises on all of them. Although astronomy is a science that owes its origin to the East, the modern discoveries and the most astonishing results of the telescopic examinations have tended to develop it to its present state. One cannot refrain the feeling of self-satisfaction in seeing his countrymen engaged in diffusing the knowledge of that science in its own cradle in a form much improved and abundantly enlarged. The texts on botany, geology, meteorology, agriculture, zoology, hygiene, chemistry, physiology, anatomy, and other sciences prove that no pains are being spared to introduce the study of sciences and subjects quite new to India. Although painting is an art mentioned in the earliest literature of the land, and although the wall paintings of the Ajantee and Bag caves are very much admired—even in this advanced age—even the most sceptical mind will have to admit that perspective, orthographic, projection, and architectural drawing are subjects for the knowledge of which India ought to be grateful to the British Government. Comparing the flat and conventional work of the ancient artists of India with the shaded and nature-like works of the students of the Bombay and Calcutta Schools of Art, one can see at a glance what a vast difference there exists between the two. The large collection of models and toys exhibited in this court illustrate the primitive mode of educating children in India practised even now in some of the villages in the interior. The most interesting group of embroideries worked by students of the girls' schools reflect great credit on those European schoolmistresses who have been working for their sex in a country supremely conservative as regards the introduction of any civilisation. In conclusion, we cannot but draw the attention of visitors interested in the spread of education to the photographs of the schools, colleges, and university halls erected during the last two decades. The educated natives of India will do much good to their country if they continue to study the natural sciences with as much assiduity as they seem to be doing at the present time. They will by the help of that knowledge be able to place themselves in the position of the real and material benefactors of their fatherland, whose natural resources require a closer and more scientific study for being utilised in the commercial world. The raw products of India have a bright future, and it is for the educated leaders of popular opinion to draw the attention of the agriculturists and others to their utilisation and export to countries which are only too glad to receive them.

APPENDIX.

I.—THE BRITISH EMPIRE: 1886.

A.—AREA.

England, Wales,	Scotland, Ireland,	}	121,000 square miles.	
		SQ. MILES.		SQ. MILES.
1. Aden, - - -	-	65	23. Leeward Islands, -	694
2. Ascension, - - -	-	34	24. Malta and Goza, -	117
3. Bahamas, - - -	-	5,500	25. Mauritius, - - -	708
4. Basuto Land, - - -	-	10,00	26. Natal, - - -	21,000
5. Bermudas, - - -	-	41	27. Newfoundland, -	40,000
6. Canada, - - -	-	3,500,000	28. New Guinea, - - -	100,000
7. Cape Colony, - - -	-	242,000	29. New South Wales, -	325,000
8. Ceylon, - - -	-	25,000	30. New Zealand, - - -	105,000
9. Cyprus, - - -	-	4,000	31. North Borneo, - - -	26,000
10. Falkland Islands, -	-	5,000	32. Perim (Naval and Mil- itary Station) - - -	7
11. Fiji Islands, - - -	-	8,000	33. Queensland, - - -	668,900
12. Gambia, - - -	-	20	34. Rotumah, - - -	14
13. Gibraltar, - - -	-	14	35. St. Helena, - - -	47
14. Gold Coast, - - -	-	15,000	36. Sierra Leone, - - -	468
15. Guiana, - - -	-	85,000	37. South Australia, - - -	903,000
16. Heligoland, - - -	-	4	38. Straits Settlements, -	1,000
17. Honduras, - - -	-	8,000	39. Tasmania, - - -	26,000
18. Hong Kong, - - -	-	32	40. Trinidad, - - -	2,000
19. India and Burmah, -	-	1,452,375	41. Victoria, - - -	88,000
20. Jamaica and Turks Islands, - - -	-	4,000	42. West Australia, - - -	1,059,000
21. Labuan, - - -	-	30	43. Windward Islands, -	800
22. Lagos, - - -	-	73	Twenty-two other possessions.	

B.—POPULATION.

	1885 (end of.)
England and Wales, - - -	27,280,087
Scotland, - - -	3,885,793
Ireland, - - -	5,165,420
Total of United Kingdom, - - -	36,331,300
Quebec (formerly Lower Canada), - - -	1,426,031
Ontario (formerly Upper Canada), - - -	2,044,176
Manitoba, - - -	72,182
British Columbia, - - -	55,807
Prince Edward Island, - - -	110,839
Nova Scotia, - - -	462,017
New Brunswick, - - -	334,085
Total of the Dominion of Canada, - - -	4,505,137
Newfoundland, - - -	203,509
Total of the North American Colonies, - - -	4,708,646
Victoria, - - -	1,046,840
New South Wales, - - -	1,003,867
Queensland, - - -	267,696
South Australia, - - -	326,600
Western Australia, - - -	31,448
Tasmania, - - -	125,775
New Zealand, - - -	594,478
Total of the Australasian Colonies, - - -	3,278,934
Cape Colony and its Dominions, - - -	1,252,347

II.—EDUCATIONAL STATISTICS IN ENGLAND AND WALES.

I. ERECTION AND IMPROVEMENT OF DENOMINATIONAL SCHOOLS—(1839-82).

Denomination.	No. of Schools.	No. of Scholars provided for.	Grants in aid.			Amount sub- scribed by Promoters.			Total cost.		
			£	s.	d.	£	s.	d.	£	s.	d.
Church of England	5,076	1,062,418	1,515,385	9	8½	4,200,519	0	11½	5,811,904	10	8
British, Wesleyan, etc.	572	136,626	201,000	16	0½	426,142	2	10½	627,211	18	10½
Roman Catholic	87	34,006	60,579	7	5	143,612	8	8	194,191	16	1
Total - - -	6,335	1,233,050	1,707,034	13	2	4,800,273	12	5½	6,633,308	5	7½

The distribution of a Parliamentary Grant of £20,000 a year was (in 1832) entrusted to the Treasury, sums amounting to £105,097, 17s. 0d. were paid towards the erection and improvement of some 902 schools. In 1839 the grant was raised to £30,000, and administered by the first Committee of Council on Education then appointed.

2. SCHOOLS AND SCHOLARS.—At the end of last year, to provide for a population of 27,499,041, there were 19,063 State-aided elementary schools, with accommodation for 5,061,503 pupils—4,465,818 on the register, and 3,406,076 in average attendance. This represented 16·24 per cent. of the population, and 76·27 of the number on the register. Children do not enter school at quite such an early age as formerly. In 1865, 15·17 per cent. were *under five*; in 1870, 15·89 per cent. were *under five*; in 1885, 9·67 per cent. were *under five*. But they remain there longer. In 1865, 17·79 per cent. were *eleven and over*; in 1870, 17·24 per cent. were *eleven and over*; in 1885, 22·02 per cent. were *eleven and over*.

3. VOLUNTARY AND BOARD SCHOOLS.—The *voluntary* schools numbered 14,600, with 2,183,870 scholars in average attendance, of whom the average cost of instruction was £1, 15s. 9½d., while the grant earned was 16s. 8½d. The *Board* schools were 4295, with 1,187,455 in average attendance, of whom the average cost was £2, 5s. 4d., and the grant earned was 17s. 7d. In *voluntary* schools the average yearly amount of fees was 11s. 2d., and of voluntary contributions 6s. 8½d. In *Board* schools the fees were 9s. 5½d. on the average, and the rates contributed 16s. 3d. per child.

4. TEACHERS AND SALARIES.—Last year there were in England and Wales 40,706 certificated teachers, 16,618 assistants, and 25,750 pupil teachers. The average salaries of the certificated teachers, with principal and assistant, were £120, 19s. 2d. (masters), and £73, 15s. 9d. (mistresses). The average salaries of principal teachers were :—Masters, £131, 11s. 3d.; mistresses, £79, 3s. 6d.; and of assistant masters, £59, 16s. 1d.; mistresses, £62, 19s. 6d.

5. BUILDING GRANTS FOR TRAINING COLLEGES.

Denomination.	Grant from Committee of Council.			Voluntary Contributions.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
Church of England	92,613	15	3	271,185	16	1½	363,799	11	4½
Wesleyan -	5,049	10	0	68,804	18	9	73,854	8	9
Roman Catholic -	3,900	0	0	66,601	8	4	70,501	8	4
British -	12,920	0	0	80,080	0	0	93,000	0	0
Congregational -	—	—	—	33,600	0	0	33,600	0	0
Total - - -	114,483	5	3	520,272	3	2½	634,755	8	5½

III.—EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—Classified according to Object of Grant.

		For Year ended 31st Dec 1885.	
1. Annual grants for day and evening scholars, { day,		£2,898,829	0 1
	{ evening,	11,940	18 10
2. Payment of children's fees under Act 39 & 40 Vict. c. 79, s. 18.			53 0 9
3. Grants to School Boards under Act 33 & 34 Vict. c. 75, s. 97.			4,103 3 9
4. Annual grants to training colleges.			115,109 7 10
5. Pensions and gratuities to teachers.			9,593 11 8
6. Administration:—			
Office in London.	£55,596	0 10	
Inspection.	151,359	7 8	
Contingencies of office.	616	19 6	
7. Organisation of districts, etc. under Act 33 & 34 Vict. c. 75.			92 1 3
Total.			3,247,603 0 2

(TABLE B.)—Classified according to Denomination of Recipient.

	For Year ended 31st Dec. 1885.	From 1839 to 31st Dec. 1885.
On Schools connected with Church of England, - - - -	£ 1,454,234 19 1	£ 23,348,861 7 11
On British Undenominational and other Schools, - - - -	240,224 11 1	} 6,072,730 12 11
On Wesleyan Schools, - - - -	123,283 1 7	
On Roman Catholic Schools, - - - -	154,051 9 1	2,024,328 11 3
On Board Schools, - - - -	1,063,921 6 4	6,867,109 8 10
On Parochial Union Schools, - - - -	120 0 0	80,003 9 9
Other Schools, - - - -	... ..	189 14 10
Administration (as in Table A.), - - - -	207,572 8 0	3,753,822 19 2
Organisation of districts, etc., under Act 33 & 34 Vict. c. 75, - - - -	92 1 3	84,181 10 4
Grants to School Boards under Act 33 & 34 Vict. c. 75. s. 97, - - - -	4,103 3 9	18,559 12 8
Transferred in 1857 under the head of Scientific Apparatus to the account of the Department of Science and Art, towards the expense of establishing the Edu- cational Division of the South Kensington Museum, - - - -	... ..	1,500 0 0
Payments made from the vote for Public Education by the Trea- sury in 1843, 1850, 1853, and 1854, - - - -	... ..	11,604 9 0
Total, - - - -	3,247,603 0 2	42,262,891 16 8

IV LONDON SCHOOL BOARD STATISTICS, 1886-87.

Net Expenditure referable to	Estimate for the year ending 25th March, 1887
1. Maintenance of Schools provided by Board:	
A. Day Schools	£332,701 14 0
B. Evening Classes	9,700 0 0
2. School Buildings, Alterations, etc., not chargeable to Capital Account	20,000 0 0
3. Enforcement of Compulsion, and Board as Local Authority	30,047 10 0
4. Industrial Schools	30,100 0 0
5. Office Expenses	20,038 2 0
6. Interest on and Repayment of Loans	303,710 10 2
7. Legal Expenses (Transfer of Schools and General Business)	9,000 0 0
8. Stamp Duties on Loans and Legal Charges in reference thereto	750 0 0
9. Working Balance and Contingencies	15,000 0 0
	1,138,603 16 0
Less Sundry Receipts	7,000 0 0
	1,131,603 16 8
Less Surplus from previous year	3,647 0 0
Amount to be levied by precept	1,128,046 10 8

The average attendance in 1886 was 335,238. The annual cost per child on account of the teaching staff was £2, 6s. 10d.; on other items of expenditure as follows:—Books, Apparatus, and Stationery, 3s. 6d.; Furniture, 10d.; Wages of School keepers and Cleaners, 2s. 8d.; Rates, Rent, etc., 2s. 7d.; Fuel and Light, 1s. 3d.; Repairs to Buildings, 2s. 2d.; Sundries, 1s. 8d. Due by the instruction of P.T.'s in centre classes, 6d.; or a total expenditure of £3, 2s. 10d. per child, deducting Government grants, 17s.; School fees, 7s. 7d., and grant from S. and A. Department, 6d.; or a total of 25s. 1d. There remains a net cost to the rates of £1, 17s. 6d.

Salaries of Teachers.—93* Head Teachers from £100 to £150 per annum; 968 from £150 to £200; 294 from £200 to £250; 169 from £250 to £300; 110 from £300 to £350; 28 from £350 to £400; 5 from £400 to £450; 1 from £50 to 500. * The salaries here quoted are paid to head teachers of schools numerically small. To head teachers in infant schools, the Board paid in salaries:—47 Infant School Head Teachers from £100 to £150 per annum; 163 from £150 to £200; 107 from £200 to £250; 24 from £250 to £300. In no case does the salary of an assistant teacher exceed £200 a year.

The following is a list of the Officers who are employed in connection with the management of the Schools. Their salaries are charged to the General School Maintenance, and included in the estimated expenditure of £3, 2s. 10d.:—

Inspectors, Instructors, and School Correspondents.—Inspectors (5 at £450) Allowance for Travelling Expenses (5 at £50 per annum), £250; Singing Instructor, £80; Assistant, £185; Drawing Instructor, £300; Drill

Instructor, £170; 3 Superintendents of Physical Education, £635; Science Demonstrator and Messengers, £200; Kindergarten Instructor, £250; Kindergarten Assistant, £140; Two Cudgery Instructors, £290; 17 Assistants, £3105; Deaf and Dumb Instructor, £396; 26 Assistants, £1630; Superintendent of the Instructors of the Blind, £100; Blind Instructors, £155; Inventory Clerk, £180; 1 Assistant, £70; 4 Stockholders, (1 at £85, 10s., and 3 at £45, 4s.) £335, 8s.; 2 Needlework Examiners, £350; 2 Needlework Assistants, £130; 2 Needlework Stockholders, £205; Needlework room Forewoman, £90; 3 Assistants and Cleaning, £213, 4s.; 10 Schools Correspondents, £1300; 12 Assistant Correspondents, £719, 10s.; Travelling Expenses of Sundry Officers, excluding Inspectors, estimated at £500. Total, £15,133, 12s.

*Out Door Officers (Finance Department).—*Pay Clerks and Collectors (3 at £260, 9 at £220); School Accounts Clerk, £250; 3 Assistants, £390; Coal Inspector, £200; Travelling Expenses of 10 Officers, estimated at £300. Total, £2390.

Store Department. Principal, £500; 19 Assistants (excluding temporary), £2013, 6s. Total, £2513, 6s.

*Head Office Staff (1st January, 1887). Clerk of the Board, £1200; Statistical Department—*Principal Clerk, £500; 6 Assistants, £592, 10s.; Finance Department—Principal Clerk, £500; 23 Assistants (including one vacancy), £1402, 10s.; School Management Department—Principal Clerk, £350; 10 Assistants (including vacancies), £5233, 10s.; Evening Classes—3 Assistants, £205, 10s.; Hygiene and Industrial Schools Department—Principal Clerk, £415; 8 Assistants, £1200; Works Department—Principal Clerk, £415; 4 Assistants, £530; Mining and Educational Endowments Department—Principal Clerk, £500; 10s.; Extra pay as Clerk of Educational Endowments Committee, £100; 4 Assistant Clerks (including one vacancy), £630; Corresponding Clerk, £195; Postal Clerk, £180; Record keeper, £105; Messenger at £90 per annum and Assistant Messenger at £75 do., £165; Hall Porter, £75; Furnace-man, £70; Office Youth, £31; Housekeeper, £60; Secretary to Chairman, £300. Total, £17,475.

*Architect's and Surveyor's Department.—*Architect to the Board, £300; Head Assistant Clerk, £285; Principal Assistant, £275; 2 Draughtsmen (1st class) at £250 each; 1 Draughtsman (1st class), £244, 10s.; 2 Draughtsmen (2nd class) at £170 each; 1 Draughtsman (2nd class), £134; 1 Draughtsman (Temp.), £163, 16s.; 1 do. (Temp.) (paid weekly), £130; 1 Youth (Temp.) Drawing Office, £26; 1 Clerk (Temp.), £91; 1 Office Youth, £44, 11s.; Measuring Clerk, £405; 1 Assistant (2nd class), £130; 1 Assistant (Temporary), £63, 16s.; Furniture Inspector, £250; 1 Assistant (2nd class), £170; 2 Assistants (2nd class) at £140 each, £280; 1 Clerk (3rd class), £110; 1 Youth, £39; Clerk of Works (Repairs) £300; 2 Out-door Assistants (2nd class) at £170 each; 1 Out-door Assistant (Temporary at present), £130; 1 Clerk (2nd class), £170; 1 Clerk (3rd class), £82, 10s.; Surveyor to the Board, £500; 1 Surveying Assistant (1st class), £250; 1 Surveying Assistant (2nd class), £140; 1 Clerk (3rd class), £67, 10s.; 1 Youth (Temporary), £18, 4s.; Clerks of Works (out-door) 1 at £250; 9 at £163, 10s. Total, £8304, 1s.

V.—STATISTICS OF BIRMINGHAM SCHOOL BOARD.

Selected as an excellent specimen of the provincial Boards in England.

The Staff consists of the following:—

Office Departments.—Chief Clerk; Accountant Clerk; Education and School Management; Sites and Buildings, Attendance and General Purposes; Superintendent Visiting Officer; Free Order Clerk.

Inspection.—Chief Inspector of Schools; Assistant do.; Inspector of Schools; Inspector of Registers; Inspectress of Needlework.

Special Teaching Staff.—Director of Training Classes; Science Demonstrator; Superintendent Teachers of Singing, Drawing, Physical Exercises; Teacher of Cookery, and Kindergarten Teacher.

No. of Schools in operation in 1886, 34; Departments, 104; Children for whom accommodation was provided, 35,277; Children on Registers, 41,395; Children in average attendance during the year, 32,595; Half timers 138; Adult Teachers employed (Certificated), 287, (Uncertificated), 338—total, 625. Pupil Teachers, 161; Candidates, 14?—total, 304.

	Cost of Sites and Street Making.	Cost of Transfer to the Board.	Total cost of Sites.
	£ s. d.	£ s. d.	£ s. d.
Cost of Twenty-nine Sites,	94,274 10 4	4,315 0 8	98,589 11 0
Cost of Three Sites, -	9,865 15 10	292 5 3	10,158 1 1
Cost of Thirty-two Sites, -	104,140 6 2	4,607 5 11	108,747 12 1

Total Cost of Sites and Buildings, - - - -	£484,283 9 7
Average Cost per School of Sites and Buildings, - - -	15,133 17 2
Average Cost per Child of Buildings, - - - -	11 2 4½
Average Cost per Child of Site, - - - -	3 4 4½
Sites and Buildings, - - - -	14 6 9½

COMPARATIVE COST OF SCHOOLS. (Cost per Child.)

	All Schools for period examined for		All Schools for period examined for
Teaching Staff, Boys, -	£2 0 5½	Taken from Rates, -	0 16 6½
" " Girls, -	1 9 2½	Net Cost to Rates after	
" " Infants, -	1 1 6½	allowing for difference	
" " per child		in Grant last received,	0 16 0
per annum on total		Grant earned per head, -	0 18 6½
average attendance, -	1 10 0½	Fees received, -	0 6 0½
Organisation, etc., etc., -	0 3 6½	Total of Net Cost to	
Other Costs of Mainte-		Rates, Grant and Fees	
nance, -	0 8 7½	for year, -	2 0 7
Total Cost of School, -	2 2 2½		

VI.—GLASGOW SCHOOL BOARD STATISTICS.

Selected as the most important of the School Boards in Scotland.

The *Day Schools*, in number 67, are taught in 71 separate buildings; of these 58 are permanent, and 9 are temporary. There is accommodation for 55,493 pupils, with 58,789 on the roll, and an average attendance of 49,852.

Teaching Staff.—Masters, 278; Mistresses, 328; Ex-Pupil Teachers, 49; Pupil Teachers, 371 (boys 67, girls 304); Monitors, 10; Teachers of Pianoforte, 23; Teachers of Vocal Music, 9; Teachers of Cookery, 7. Total, 1075. Evening Schools—Teachers, 201; Masters, 11; Assistants, 11.

The 26 *Evening Schools* are attended by 7296 pupils.

The *School Rate* at 6d. on the £ amounts to above £62,000. The fees in day schools last year amounted to £34,260, and the grants to £41,408; while in the evening schools the fees were £2037, and the grants £1005.

Salaries—Head Masters.—There is a uniform fixed salary of £100 per annum, reserving to the Board, in cases where the fees are low and difficult of collection, to give a larger fixed salary, not exceeding £150.

The Scheme provides that, before any proportion of the fees and the grant is allocated to the head master, the amount for certain current expenses is deducted from the total income.

In addition to the fixed salary, the income is made up of one-fourth of the fees and one-fourth of the grant; but when from all sources the amount exceeds £350, the teacher is paid only one-half of the excess.

The minimum income in Schools in Class I. is fixed at £250; and in those in Class II. at £200, the maximum in all cases being fixed at £500.

Female Assistants—£60 per annum, rising to a maximum of £90; *Male Assistants* are paid from £70 to £100.

Higher Class Schools.—Under the management of the Board there is a High School with accommodation for 1356 pupils; with 736 on the roll, and 700 in average attendance. It is inspected by examiners appointed by the Scotch Education Department. There are four Higher Class Schools also under trusts or public companies, with an average of 1849 pupils. The Roman Catholics have three such schools, with an attendance of 332. Private adventure also provides 20 schools, with an average of 1001 in attendance.

Voluntary Schools.—A few of these are still retained, chiefly, however, by the Roman Catholics and Episcopalians. The Roman Catholic Schools have an average of 10,496.

There are three *Industrial Schools* with a roll of 411; a *Protestant Reformatory* with 72, and three *Roman Catholic Industrial Schools* with 543 pupils, all under the inspection of the Home Office. Of *Free or Charitable Schools* there are four, with 544 pupils in attendance.

The total number of schools in Glasgow is 144, with accommodation for 83,516, and an average attendance of 68,263. In the year 1873, there were 228 schools in the city, with an average of 42,655 in attendance. Many of the voluntary and adventure schools have been closed, and the new Public Schools have been built to accommodate much larger numbers than formerly.

VII.—SALARIES OF OFFICIALS.

MINISTERS OF EDUCATION.—New South Wales, £1500; Victoria, no separate salary, but receives £1650 as Commissioner of Railways; Queensland, £1000; South Australia, £1000; Western Australia, included in the work of the Governor and Executive Council; Ontario, £800.

CHIEF SECRETARIES OF EDUCATION DEPARTMENTS.—New South Wales, £900; Queensland, £800; South Australia, £600; Victoria, £1000; Tasmania, £500; Western Australia, £170, in addition to an imperial pension of £255 in connection with other offices; England and Wales, £1800; Scotland, £1200.

INSPECTORS. —(a) *Chief*—New South Wales, £700, *deputy*, £600; Queensland, £600; South Australia, £800; Victoria, £770; Western Australia, £350; Tasmania, £450.

(b) *Ordinary*.—New South Wales, 9 districts at £550 to £600; 18 at £450; 6 assistants, £300. Queensland, 8 at £300 to £450; South Australia, 6 at £450 to £500; Victoria, 24 at £300 to £700; Western Australia, 1 at £225; Tasmania, 1 at £25.

CERTIFICATED MASTERS—ENGLAND AND WALES.

Number and Percentage in receipt of Salaries of

—	Under £50	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and less than £250.	£250 and less than £300.	£300 and over.	Total.
Principal -	65	931	2,542	5,058	1,758	768	349	267	11,738
	55	7.93	21.66	43.09	14.98	6.54	2.97	2.28	—
Assistant -	98	1,336	1,183	1,259	111	4	—	3	3,994
	2.45	33.45	29.62	31.52	2.78	.10	—	.08	—

CERTIFICATED MISTRESSES.

—	Under £40	£40 and less than £45.	£45 and less than £50.	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and over.	Total.
Principal -	382	657	687	7,315	3,765	2,157	529	328	15,820
	2.42	4.15	4.34	46.24	23.80	13.64	3.34	2.07	—
Assistant -	978	1,104	701	2,673	1,420	999	8	1	7,884
	12.41	14.00	8.89	33.91	18.01	12.67	.18	.01	—

The average salary of a certificated master, which in 1870 was £94, 2s. 1d., is now £120, 19s. 2d.; that of a schoolmistress, was £57, 11s. 1d. in 1870, and is £73, 15s. 9d. In addition to their other emoluments, 6119 out of 15,732 masters, and 5292 out of 23,704 mistresses, are provided with residences free of rent. These averages are calculated upon the whole of the certificated teachers, whether principal or assistant.

VIII.—GOVERNMENT GRANTS IN ENGLAND AND WALES.

Grants are paid to schools recognised by the Education Department. They must conform to all the conditions of the Code, which is modified from year to year. The highest grants which can be obtained are as follows :—

Infant Schools.

	If Separate Dept.	Otherwise
Fixed Grant, -	9/- on average attendance.	7/-
Merit Grant, -	6/- " "	6/-
Needlework Grant, -	1/- " "	1/-
Singing Grant, -	1/- " "	1/-
Total, -	17/-	15/-

An infant school with average attendance of 100 will thus be able to gain £85.

Schools for Older Children.

Fixed Grant, -	£0 4 6 on average attendance.
Merit Grant, -	0 3 0 " "
Singing Grant (by note), -	0 1 0 " "
Examination Grant (for 100 per cent. of passes), -	0 8 4 " "
Class Subject Grant (three) -	0 6 0 " "

Total, - £1 2 10

A school of 100 will thus be able to earn £114, 3s. 4d. In addition to this, there will be payments of 4s. for each individual pass in specific subjects, of which two may be taken by the pupils of Standard V., VI., and VII.

The specific subjects for which grants are given on individual examinations are—(1) Algebra, (2) Euclid and Mensuration, (3) Mechanics (two alternative schemes), (4) Latin, (5) French, (6) Animal Physiology, (7) Botany, (8) Principles of Agriculture, (9) Chemistry, (10) Sound, Light, and Heat, (11) Magnetism, (12) Domestic Economy.

A grant for Cookery may also be obtained. "In all schools the grant for cookery, sec. 109 (h), should be conditional on the provision of special, adequate, and suitable arrangements, for the practical instruction of the girls by a duly qualified teacher, in a room (which may be an ordinary class room) fitted up with the necessary appliances."

Pupil-Teacher Grant.—A grant of 40s. [or 60s.] is made in respect of each pupil-teacher required to make up the minimum staff of the school who passes a fair [or good] examination during any year, or for admission to a training college during the last year of the engagement.

A grant of £10 [or £15] is made in respect of each assistant teacher required to make up the minimum staff of the school, who after serving in that capacity for three years in schools under the same management, and receiving during that time special instruction under arrangements approved by the Department, obtains a place in the second [or first] division at the examination for certificates, taking the papers of second year's students.

Grants to Schools for Small Populations.—Where the population of the school district in which any public elementary school is situate, or the population within two miles measured according to the nearest road from the school, is less than 300, and there is no other public elementary school recognised by the Department, as available for that district or that population, as the case may be, the Department have power, on the recommendation of the Inspector, and after considering the circumstances of the case, to make a special grant, in addition to the ordinary grants, amounting, if the said population exceeds 200, to £10, and if it does not exceed 200, to £15. (Elementary Education Act, 1876, sec. 19.)

The total annual grant, exclusive of any special grant, made under Articles 111 and 112, may not exceed the greater of the two sums named below, viz. :—

- A sum equal to 17s. 6d. for each unit of average attendance.
- The total income (Article 99) of the school from all sources whatever other than the grant, and from any special grant made under Article 112 (see Elementary Education Act, 1876, secs. 18 and 19.)

IX.—STANDARDS OF EXAMINATION IN THE

	Standard I.	Standard II.	Standard III.
*Reading	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a passage from a more advanced reading book, or from stories from English history.
†Writing	Copy in manuscript characters a line of print, and write from dictation not more than ten easy words, commencing with capital letters. Copy books (large or half text hand) to be shown.	A passage of not more than six lines, from the same book, slowly read once, and then dictated word by word. Copy books (large and half text hand) to be shown.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy books (capitals and figures, large and small hand) to be shown.
‡Arithmetic The work of girls will be judged more leniently than that of boys, and, as a rule, the sums set will be easier.	Notation and numeration up to 1000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table and the pence table to 12s.	The former rules, with long division. Addition and subtraction of money.

Short exercises in mental arithmetic may be given in the examination of all Standards. These quantities, and should be preparatory to

* Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years. Two sets of reading books must be provided for Standards I. and II., and three, one of which should relate to English history, for each standard above the second. The Inspector may examine from any of the books in use in the Standard. The intelligence of the reading will be tested partly by questions on the meaning of what is read.

† The writing and arithmetic of Standards I. and II. may be on slates or paper, at the discretion of the Managers; in Standard III. and upwards it must be on paper.

‡ The Inspector may examine scholars in the work of any Standard lower than that in which they are presented.

CLASS SUBJECTS.—

The Class subjects should be taught by means of reading books and oral lessons.

I. English	To repeat 20 lines of simple verse.	To repeat 40 lines of poetry, and to know their meaning. To point out nouns and verbs.	To recite with intelligence and expression 60 lines of poetry, and to know their meaning. To point out nouns, verbs, adjectives, adverbs, and personal pronouns, and to form simple sentences, containing them.
II. Drawing <i>[This subject is now examined and paid for by the Science and Art Department in a separate grant.]</i>	Drawing freehand, and with the ruler, of lines, angles, parallels, and the simplest right-lined forms, such as some of those given in Dyce's Drawing Book. (To be drawn on slates.)	The same on paper.	Freehand drawing of regular forms and curved figures from the flat. Simple geometrical figures with rulers.
N.B.—In order to interest the children it will be advisable to teach them to draw as early as possible			
III. Geography	To explain a plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.
IV. Elementary Science A progressive course of simple lessons on some of the following topics, adapted to cultivate habits of exact observation, statement, and reasoning.	Common objects, such as familiar animals, plants, and substances employed in ordinary life.		

1. As a rule, the examination in the class subjects mentioned in this Schedule will follow one of the courses indicated in the Schedule. But if the Managers desire, they may submit to the Inspector at his annual visit, and the Inspector may approve for the ensuing year, some progressive scheme of lessons in these subjects, providing for not less than three groups. In elementary science this scheme may be framed so as to lead up to one of the scientific subjects; or the scheme given above may be taken as a guide suggesting heads for a sufficient number of lessons in each standard or group.

Standard III.

To read a passage from an advanced reading book or from stories of English history.

To read from one of the books of the Bible, slowly read and then dictated. Copy books (capitals and large and small) to be shown.

Former rules, with division. Addition subtraction of

Standards. These should be preparatory to

and expression in, and three, one of may examine from partly by questions on the discretion of the at in which they are

SUBJECTS.—

books and oral lessons,

To recite with intelligence expression 60 lines of poetry, and to know the meaning. Point out nouns, verbs, adjectives, adverbs, and personal pronouns, and form simple sentences, naming them.

and drawing of regular forms and curved lines from the flat. Geometrical figures with rulers.

as early as possible

ical and political geography of England, a special knowledge of the district in which school is situated.

stances employed in

ow one of the courses at his annual visit, in these subjects, and so as to lead up side suggesting heads

Standard IV.

To read a few lines from a reading book, or History of England.

Eight lines of poetry or prose, slowly read once, and then dictated. Copy books to be shown.

(N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition.) Compound rules (money) and reduction of common weights and measures.

Standard V.

To read a passage from some standard author or from a history of England.

Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copy books to be shown.

Practice, bills of parcels, and single rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding 10.

Standard VI.

To read a passage from one of Shakespeare's historical plays, or from some other standard author, or from a history of England.

A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy books to be shown.

Fractions, vulgar and decimal; simple proportion, and simple interest.

Standard VII.

To read a passage from Shakespeare or Milton, or from some other standard author, or from a history of England.

A theme or letter. Composition, spelling, and handwriting to be considered. Note books and exercise books to be shown.

(N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition.) Compound proportion, averages and percentages.

should not involve large numbers, should from the first deal with concrete as well as abstract the work of the next higher Standard.

§ The tables to be learned include those weights and measures only which are in ordinary use, viz. —

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.

Length.—The mile, furlong, rod or pole, chain, yard, foot, and inch.

Area.—The square mile, acre, rood, pole or perch, the square yard, foot, and inch.

Capacity.—Quarter, bushel, peck, gallon, quart, and pint.

Time.—Year, month, week, day, hour, minute, and second.

Article 109 (F).

illustrated, so far as possible, by maps, diagrams, specimens, and simple experiments.

To recite 80 lines of poetry, and to explain the words and allusions. To parse easy sentences, and to show by examples the use of each of the parts of speech.

Freehand drawing from the flat and from simple rectangular and circular models. Simple scales, and drawing to scale.

Physical and political geography of the British Isles, and of British North America or Australasia, with knowledge of their productions.

(In Standards V., VI., and VII., maps and diagrams may be required to illustrate the answers given.)

(a) Animals, or plants, with particular reference to agriculture.
(b) Substances employed in arts and manufactures.
(c) The simpler kinds of physical and mechanical appliances, e.g. the thermometer, barometer, lever, pulley, wheel and axle, spirit level.

To recite 100 lines from some standard poet, and to explain the words and allusions. To parse and analyse simple sentences, and to know the method of forming English nouns, adjectives, and verbs from each other.

Freehand drawing from the flat. Drawing from any common objects. Geometrical figures with instruments and scale.

Geography of Europe, physical and political. Latitude and longitude. Day and night. The seasons.

(a) Animal or plant life.
(b) The chemical and physical principles involved in one of the chief industries of England, among which agriculture may be reckoned.
(c) The physical and mechanical principles involved in the construction of the commoner instruments, and of the simpler forms of industrial machinery.

To recite 150 lines from Shakespeare or Milton, or some other standard author, and to explain the words and allusions. To parse and analyse a short complex sentence, and to know the meaning and use of Latin prefixes in the formation of English words.

Freehand drawing from the flat. Drawing from models of regular forms and from any common objects. Plans and elevations of plane figures and rectangular solids in simple positions with sections (for boys only).

Geography of the world generally, and especially of the British colonies and dependencies. Interchange of productions. Circumstances which determine climate.

The preceding, in fuller detail.

To recite 150 lines from Shakespeare or Milton or some other standard author, and to explain the words and allusions. To analyse sentences, and to know prefixes and terminations generally.

Freehand drawing from the flat. Drawing any common objects and casts of ornament in light and shade or Geometrical drawing more advanced than in VI. Plans and elevation of rectangular and circular solids in simple positions with sections (for boys only).

The ocean. Currents and tides. General arrangement of the planetary system. The phases of the moon.

The preceding, in fuller detail.

2. If History is taken as a class subject in the upper division, a progressive scheme of lessons in it must be submitted to the Inspector at his annual visit, and approved by him for the ensuing year. In districts where Welsh is spoken the intelligence of the children examined in any elementary or class subject may be tested by requiring them to explain in Welsh the meaning of passages read.

X.—PROGRAMME OF STUDIES FOR THE PRO**CONDENSED FOR THE**

1. The following programme of studies, with the percentage of time to be rural schools of the Province and for city or town schools in which there are no fiction as the circumstances of each school may render advisable. These to the local school inspector and receive his assent.

2. The subjects of reading, writing, spelling, composition, and arithmetic, being

3. The time table of each rural school not kept in operation the whole school teaching of the subjects declared to be essential, the remainder of the time book-keeping, etc., as may be found practicable, by familiar oral lessons or by

4. Each teacher shall make out a time table for his school, and submit it posted up, with the inspector's approval marked upon it, in a conspicuous place

	STANDARD I.	STANDARD II.
RELIGIOUS EXERCISES.....		
READING.....	Tablets, First Book—Parts I. and II.	Second Reader.....
READING—Supplementary and optional.....	Ontario First Readers or Appleton's Primary Readers and Charts may be used for alternate lessons.....	Henry Cabot Lodge's Popular Tales. First and Second Series; to take the place of the regular reading lesson not oftener than twice each week.....
SPELLING.....	From Reading Lessons.....	From Reading Lessons.....
COMPOSITION.....	New words in Reading Lessons used in original sentences; reproduction of simple stories and of the substance of the reading lessons.....	Reproduction of the substance of the Reading Lesson; description of actions and objects; simple letter writing.....
WRITING.....	On slates.....	Copy Books, Nos. 1 and 2.....
ARITHMETIC.....	Pt. I.—Ideas of numbers 1 to 20 developed; operations in addition, subtraction, multiplication, and division—results not to exceed 20. Pt. II.—From 20 to 1000; operations in 4 simple rules—results not to exceed 1000. Roman numerals to XII.....	Simple Rules completed. Notation and Numeration to 1,000,000. Roman numerals to C.....
GRAMMAR.....	Correction of colloquial errors.....	Correction of colloquial errors. Division of sentence into subject and predicate.....
GEOGRAPHY.....	Ideas of place developed; points of compass; location of objects; ideas of maps developed.....	Elementary definitions; local geography; boundaries; counties and leading physical features of Manitoba.
HISTORY.....		
BOOK-KEEPING.....		Accounts and receipts—separate and combined.....
OBJECT LESSONS.....	Common objects—parts and qualities. Colour—choosing, comparing, matching, and naming primary colours.....	Six familiar animals; 3 birds; a fish; 2 reptiles; some insects; 6 familiar plants or flowers. Colour—choosing, comparing, matching, and naming secondary colours.....
HYGIENE.....	Lessons on cleanliness and neatness. Principal parts of the human body.	Lessons on good water, pure air, dry feet, proper clothing, exercise, rest, avoidance of draughts.....
DRAWING.....	Straight lines and their simpler combinations. Elementary figures.....	Straight lines, curves, and their simpler combinations. Elementary figures.....
MUSIC.....	Note singing of simple songs.....	Singing of simple songs.....
ALGEBRA AND GEOMETRY.....		

TESTANT PUBLIC SCHOOLS OF MANITOBA.

USE OF RURAL SCHOOLS.

devoted weekly to the teaching of each subject, is authorised for the Protestant more than five teachers employed; but its use may be subject to such modifications must, however, before they are acted on by teachers, be submitted

essential, may not be omitted from the time table of any school. year, shall assign at least seventy-five per cent. of the time each week to the being occupied with such instruction in geography, hygiene, object lessons, combining them with the teaching of composition and writing. for approval to the local inspector at his next regular visit. It shall then be in the schoolroom.

STANDARD III.	STANDARD IV.	STANDARD V
Third Reader.....	Fourth Reader.....	Fifth Reader.
Longfellow's Poems. Tom Brown's School Days: to take the place of the regular reading lesson not oftener than twice each week.....	Bryant and Whittier's simpler poems, Dickens' Christmas Carols — not oftener than twice each week.....	Scott's Lady of the Lake, and Lamb's Tales of Shakespeare — not oftener than twice a week.
From Reading Lessons: from Practical Speller to page 60.	From Reading Lessons: from Practical Speller, pp. 60—79.	From Reading Lessons from Practical Speller.
Reproduction of the substance of the Reading Lessons and of short historical tales; letter writing.....	Abstracts of Reading Lessons; transposition; paraphrasing; biographical and historical sketches; letter writing....	Exercises in narration and description; themes; essays.
Copy Book, Nos. 3, 4, and 5....	Copy Books, Nos. 6, 7, and 8....	The subject continued.
Vulgar Fractions. Reduction. Notation completed.....	Decimal Fractions; Denominate numbers; Elementary Percentage.....	The subject completed.
Correction of colloquial errors. Analysis of easy simple sentences. Recognition of parts of speech.....	Analysis and synthesis of complex and compound sentences; inflections of the parts of speech; parsing....	Analysis and parsing.
Definitions: Map of the world in outline; North America; South America.....	Europe, Canada, United States.....	Asia, Africa, British Isles.
Historical tales from Readers and other sources.....	Canada; English History to Henry VII.....	Canada reviewed; English History to present time.
Order for goods; order for money; promissory notes—negotiable, non-negotiable, etc.....	Checks, Drafts; Single Entry.	Double Entry.
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XI.—SCHOOL COURSE IN ONTARIO.

The Programme of Studies prescribed for Public Schools is as follows:—

SUBJECT.	1ST CLASS.	2ND CLASS.	3RD CLASS.	4TH CLASS.
READING AND LITERATURE—	Tablet Lesson and First Reader.	Second Reader.	Third Reader.	Fourth Reader.
SPELLING, ORTHOGRAPHY AND ORTHOEPY—	Spelling from reading lessons, on slates and orally.	Spelling from reading lessons, on slates and orally.	Spelling with verbal distinctions, on copies and orally.	Systematic orthography and orthoepy.
WRITING—	Writing on slates and paper.	Writing on slates and paper.	Copy writing. Business forms.	Business forms and accounts.
ARITHMETIC—	Numeration and notation to 1000; addition and subtraction; mental arithmetic.	Numeration and notation to 1,000,000; multiplication and division; mental arithmetic.	Greatest common measure and least common multiple. Elementary reduction. Compound rules. Mental arithmetic.	Vulgar and decimal fractions. Elementary percentage and interest. Mental arithmetic.
DRAWING—	The drawing exercises in parts I. and II. First Reader.	Drawing book No. 1, authorised series.	Drawing books Nos. 2 and 3.	Drawing books Nos. 4 and 5.
GEOGRAPHY—	Conversations concerning the earth.	Local geography and elementary definitions. Map of the world.	Definition. Simple map geography, N. American and Ontario. Map drawing.	Geography of the Continents, Canada and Ontario. Map drawing.
MUSIC—	Rote Singing.	Rote singing. Elements of Musical Notation.	Simple songs. Elementary ideas of written music.	Song singing. Sacred music. Musical Notation.
GRAMMAR AND COMPOSITION—	Oral exercises in language.	Oral and written exercises in language.	Classes of words and their inflections. Simple descriptive writing.	Elements of formal Grammar and Composition.
HISTORY—			History. English and Canadian.	Leading features of English and Canadian History.
OBJECT LESSONS—	Form, size, colour, weight, common objects (parts and qualities).	Subjects of Class I. continued	Common objects (source, manufacture, uses, etc.) Animals, birds, plants.	

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XII.—THE CAPE OF GOOD HOPE.

STANDARDS OF ATTAINMENTS IN ELEMENTARY SUBJECTS,
under which the Inspectors of Schools are instructed to classify
Scholars after examination.

REQUIREMENTS.	STANDARD I. (Lowest).	STANDARD II.	STANDARD III.	STANDARD IV.
READING....	Narrative in Monosyllables.	Narrative from an Elementary Reading Book.	Any ordinary Narrative.	Any ordinary Narrative fluently and correctly.
WRITING....	Write on Slate Figures and Monosyllables.	Write short Sentences to Dictation, and transcribe Passages from a Printed Book.	Write an ordinary Passage, dictated slowly.	Write freely to Dictation.
ARITHMETIC	Simple Addition and Multiplication Table as far as 6 times 12.	Any example in Simple Rules, as far as Short Division. The Multiplication Table.	Long Division, Compound Rules (Money).	Practice, Proportion, and Vulgar Fractions (Elementary Exercises).
GEOGRAPHY	..	..	Outlines of Political Geography.	Political Geography generally.
GRAMMAR ..	..	..	..	Elements of Grammar, Parts of Speech, Composition of a Sentence.

STANDARD V.

Scholars presented for Standard V. must have previously passed in Standard IV., and must satisfy the Inspector in:—

1. Vulgar and Decimal Fractions.
2. Outlines of History (England and Cape Colony).
3. Physical Geography.
4. Lessons on Natural Objects.

STANDARD VI. (Highest)

Scholars presented must have previously passed in Standard V., and must satisfy the Inspector in:—

- either { 1. Reading and Writing English correctly; and Handwriting
or both { 2. Reading and Writing Dutch correctly; and Handwriting.
3. Commercial Arithmetic. Exercises to test readiness and accuracy.

And in *two* of the following subjects, as laid down in the Course of Instruction in Undenominational Public Schools, viz.:—

4. The Elements of Natural Science.
5. Principles of Agriculture (for boys only).
6. Elements of Chemistry.
7. Geology.
8. Mineralogy.
9. Botany.
10. Animal Physiology.
11. Domestic Economy and Laws of Health (for girls only).

To those who pass a Certificate will be issued, known as the "Public Schools Certificate," and degrees of merit will be noted by the words, *Honours* or *Competency*.

XIII.—TRAINING IN VICTORIA.

1. The training institution will consist of a training college in Melbourne, and of district training schools, not exceeding twenty in number, in various parts of the colony. The members of the training institution will be a Superintendent, who will be principal of the training college, a vice-principal of the college, lecturers, associates, and students.

2. Training will be conducted in the training college in Melbourne by the principal and the other officers of the college, and in the district training schools by the associates.

3. The district training schools will be such State schools as shall be determined under regulations framed under section 47 of Act No. 773, and the head teacher for the time being of each such school will hold the office of associate so long as his school continues to be a branch of the institution.

4. The course of instruction in the training institution will be free, and will extend over two years, the first of which will be passed in a district training school, and the second in the training college.

5. Associates will be required to train and adequately instruct all students placed in training with them by the Department, and to provide for their receiving, outside of the ordinary school hours, not less than six hours' instruction per week in the subjects prescribed for study during the first year's course. They will also be required to train in the practice of teaching any teachers who may be temporarily transferred to their schools for that purpose.

6. Each associate of the training institution will receive a fixed sum of £50 per annum, and £10 for every student whom, after not less than six months' instruction in his school, he qualifies for admission to the second year's course of training.

7. Students will receive allowance as under :—(a) If paid as pupil-teachers and residing at home, £5 per annum in addition to their salaries. (b) If residing at home and not paid as pupil-teachers, £35 per annum. (c) In all other cases, board and lodging free of cost.

8. Every student will be required to enter into an agreement by himself and an approved surety not to relinquish his course of training without the permission of the Minister, and for four years after the termination of his studentship to teach in any school to which he may be appointed.

9. The course of instruction in the training institution will be as under :—

DURING THE FIRST YEAR.

Reading, Dictation, Composition, Writing, Grammar, Geography, Arithmetic.—As may be from time to time prescribed for the Certificate of Competency.

History.—General outlines of history of the British Empire, with a

more detailed knowledge of Australasian discovery and settlement, and of the history of Victoria.

Euclid.—Book I.

Algebra.—The four simple rules, and easy simple equations.

Latin, or French, or German.—Accidence and easy exercises.

Theory and Practice of Teaching.—Discipline, methods of teaching, registration; preparing lesson notes and giving class lessons; class drill.

DURING THE SECOND YEAR.

1. *Theory and Practice of Teaching*.—(a) The leading principles of education; the faculties, their training and development; habit and character. (b) School organisation and management; methods of teaching; notes of lessons. (c) Controlling and teaching a class, or two classes simultaneously; and class drill. (Marks obtainable at final examination—150.)

2. *English Language and Literature*.—Structure of the English language, Chaucer and the chief authors since, with a knowledge of prescribed selections; or *History of England and Australia*.—(a) Outlines of history of British Empire. (b) History of a selected period in detail. (c) History of the Australasian Colonies. (Marks obtainable at final examination—100.)

3. *Mathematics*.—Geometry.—Euclid, Books I.-III.; and Algebra. —To easy quadratic equations. (Marks obtainable at final examination—100.)

4. *Latin*.—A general knowledge of the Grammar. Translation of easy Latin from a prescribed book. Or *French*.—The Grammar. Translation of French prose and poetry from a prescribed book. Translation of English into French. Or *German*.—The Grammar. Translation of German prose and poetry from a prescribed book. Translation of English into German. (Marks obtainable at final examination—100.)

5. *Science*.—Elementary Physics; or Elementary Chemistry; or Elementary Physiology; or Elementary Botany. (Marks obtainable at final examination—100.)

6. <i>Music</i>	-	-	-	-	} Marks obtainable at final examination, 50.
7. <i>Drawing</i>	-	-	-	-	
8. <i>Gymnastics</i>	-	-	-	-	} Marks obtainable at final examination, 30.
9. <i>Military Drill or Needlework</i>	-	-	-	-	

10. During the first year's course students will be required to attend regularly the meetings of the school to which they are attached, and to take part in the ordinary work of the school for at least half of each day—or for a greater portion, at the discretion of the head teacher. The time not employed in actual teaching will be devoted, under the direction of the head teacher, to the study of the subjects prescribed above.

11. During the second year's course students will be required to attend lectures at the training college in the subjects in which they must pass in order to obtain a trained teacher's certificate, and in Music, Drawing, Gymnastics, Drill or Needlework, and such other subjects of the course as the principal may direct. Students will also, from time to time, attend and teach classes at the practising schools.

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